St. James
Safe Routes to School Plan

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Executive Summary

Safe Routes to School (SRTS) is a national program which assists communities and school districts in enabling and encouraging children to walk and bike to school. The program assists in planning, development, and implementation of goals to improve safety and health, while reducing traffic, fuel consumption, and air pollution near schools.

Seeing the need to improve the health of children and the safety of walking and biking in St. James, the city applied for, and was awarded, a planning assistance grant through the Minnesota Department of Transportation. The planning process, completed between January 2015 and April 2016, included the following schools: Armstrong Elementary School, Northside Elementary School, St. James High School, and St. Paul's Lutheran School. A series of meetings were held regularly by Region Nine Development Commission, with the support and participation of the St. James SRTS Team. These meetings consisted of defining a vision and goals, identifying barriers and challenges to walking and biking, collecting student travel tallies, and participating in school observations and community assessments. Following information gathered at those meetings, community-specific strategies were developed and prioritized. The strategies considered reasonably attainable and important for implementation during the first year were identified in an action plan. From all of these meetings, a comprehensive SRTS plan has been developed by Region Nine Development Commission to serve the City of St. James and the schools in the community.

The creation of this plan is the first step to creating a successful SRTS program. With this plan, the St. James SRTS Team can leverage resources for implementation of the identified strategies and recommendations. The success of the SRTS program largely requires the continuation of partnerships created during the planning process and continuous monitoring of strategy implementation.

Acknowledgements

A special thank you to the following members of the St. James Safe Routes to School planning effort.

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The following information is based on the National Safe Routes to School Guide and provides an overview of the Safe Routes to School program.

Introduction

Nationally, schools and communities are facing challenges in protecting the safety of children who walk and bike to school. Numerous communities struggle with traffic congestion, enforcement, and inadequate infrastructure around schools.

Concurrently, children are becoming less physically active, which contributes to the growing epidemic of obesity and health concerns. In 1969, approximately 50 percent of children nationally walked or biked to school, which has decreased to less than 15 percent. Children on average have become less active, which contributes to childhood obesity rates rising to over 33%. Over 50% of the time, children who live within a half mile from school, a distance easily covered by walking, are dropped off by a private vehicle. School districts are also seeing their transportation costs increase as they receive pressure to pick up children from hazardous areas created by roadways.

These problems may seem to be separate issues, but Safe Routes to School (SRTS) programs can address all these challenges through an organized action plan.

The Minnesota Department of Transportation (MnDOT) has awarded over $20 million to communities for SRTS plans and projects that have impacted more than 538 schools statewide. As of September 2015, MnDOT has received over $120 million in funding requests for SRTS programs. MnDOT has also provided technical assistance to schools and communities through partnering with Blue Cross Blue Shield of Minnesota, the Bicycle Alliance of Minnesota, and Greater Minnesota's ten Regional Development Organizations.

Safe Routes to School Programs are Part of the Solution

The school setting should provide a safe opportunity that encourages walking and biking. Walking and biking to and from school can contribute towards the development of a lifelong habit and a community-wide norm of incorporating physical activity into daily routines. The SRTS planning process provides a comprehensive means to identify goals, strategies and action steps to be implemented. SRTS programs are part of the solution to increase physical activity, improve unsafe walking and biking conditions, and improve air quality.

Safe Routes to School Planning Process

The planning process began with an initial coalition building meeting with school officials and city, county, and state staff in January 2015. The purpose of this meeting was to encourage participation in the planning process and to ensure all parties were represented who could influence and support the plan. After securing a team, a kickoff meeting was held to develop a vision and goals.

Current conditions were assessed during observations of each school's arrival and dismissal procedure and walking audits around the school and immediate neighborhood. Each school also completed parent surveys and student tallies which gave feedback on parent's perceptions of walking and biking to and from school and identified barriers to doing so in St. James.

The federal SRTS program outlines five core areas of strategies referred to as the *Five E's* of SRTS. These core areas include evaluation, engineering, education, encouragement, and enforcement. Strategies and action steps were developed and prioritized by the team into an action plan which will guide in the implementation of this plan.

A final meeting was held in April 2016 to review the St. James SRTS plan before finalization and adoption.

Vision and Goals

The St. James SRTS Team, with the assistance of Region Nine Development Commission, developed a collective vision statement and identified goals to direct the planning process.

Vision

The St. James Safe Routes to School Program is dedicated to developing an environment which supports opportunities for children and families to walk and bike to school. Through community collaboration and support an enhanced quality of life in the community can be achieved.

Goals

1. Enhance the safety of students walking and biking
2. Increase the amount of students walking and biking to and from school and utilizing trails
3. Improve the pedestrian and bicycle infrastructure around the schools and in the surrounding neighborhoods
4. Strengthen partnership between the schools and the City of St. James

Existing Conditions

City of St. James

The City of St. James is the county seat of Watonwan County and approximately 120 miles southwest of Minneapolis-St. Paul. The city is located along three state highways including Highway 4, 30, and 60 and has an active freight rail line through the center. St. James covers an area of 2.43 square miles. According to the 2014 American Community Survey, St. James has an estimated population of 4,565 people.

Active Living

In January 2013, the City of St. James completed an active living plan to promote walking and biking throughout St. James and greater Watonwan County. The plan developed three principal goals including:

1. Develop a comprehensive sidewalk and trail system that serves all people regardless of their age or ability.
2. Provide educational opportunities for residents to learn about the benefits of a healthy lifestyle.
3. Promote SRTS by providing safe pedestrian and bicycle facilities that encourage the community and students to bike and walk to school, thereby living healthier lifestyles.

These goals work hand-in-hand in supporting the development and implementation of the St. James SRTS Plan.

Highway 4 Project

According to MnDOT, Highway 4 through St. James is in poor condition and in disrepair. The city utility infrastructure is also in poor condition and is currently experiencing multiple breaks each winter. In December 2014, MnDOT received municipal consent for a Highway 4 reconstruction project. The reconstruction project includes 1.6 miles of Highway 4 and consists of: two new mini-roundabouts; replacement of existing sidewalks and installation of new sidewalks; ensuring all pedestrian accommodations are up to Americans with Disability Act (ADA) standards; and upgrading lighting standards and fixtures. The reconstruction project is expected to begin in July 2016 and last until September 2018 and will be broken into three stages.

Snow Removal Policy

According to St. James' city ordinances, property owners need to remove snow and ice from all sidewalks abutting their property within twelve hours. If a property owner does not remove the snow and ice from the sidewalks within 24 hours, the city will remove the snow and ice and assess the cost to the property owner.

Traffic Volumes and Speed Limits

The following average annual daily traffic (AADT) volumes were provided by the Minnesota Department of Transportation. These averages were recorded between 2012 and 2014. These numbers help to provide information guiding the direction of determined strategies.

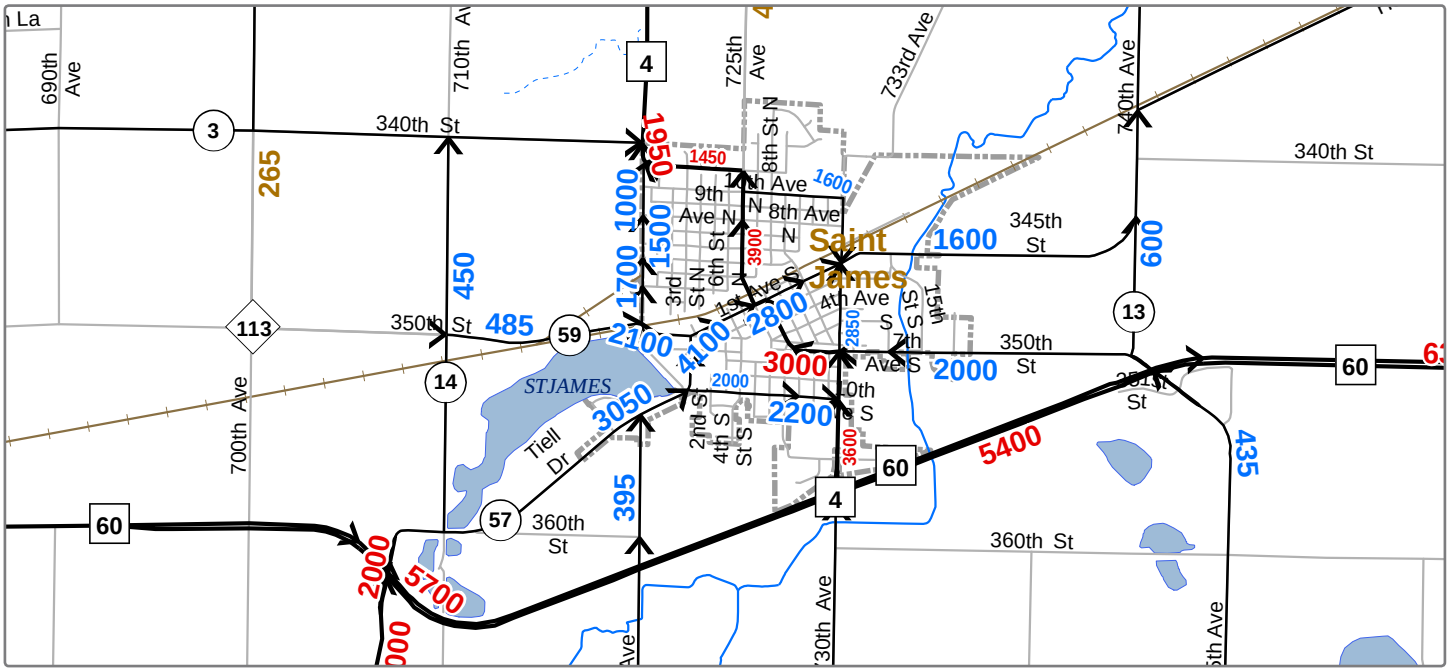
4. First Street South (two blocks west of Armstrong Elementary School): 4,100 vehicles. This street has the highest traffic volume of the residential streets in the City of St. James.
5. Armstrong Boulevard North (two blocks west of Northside Elementary School and St. James High School) 3,900 vehicles.
6. Seventh Avenue South (two blocks south of St. Paul's Lutheran School): 3,000 vehicles.

7. Tenth Avenue South (one block east of St. Paul's Lutheran School): 2,850 vehicles.
8. First Avenue South (two blocks north of Armstrong Elementary School): 2,800 vehicles.
9. Tenth Avenue North (south of Northside Elementary School and St. James High School): 1,600 vehicles.

All other surrounding residential streets have significantly lower average daily traffic volumes.

Armstrong Elementary School, Northside Elementary School, and St. James High School have school zone and speed limit of 20 miles per hour signs in front of the schools. St. Paul's Lutheran School does not have school zone signs or speed limit signs nearby. According to Minnesota Statues, if there is no posted speed limit and the roadway is located in an urban residential zone, the speed limit is 30 miles per hour.

Average Annual Daily Traffic Map (MnDOT)



Crash Data

The MnDOT Crash Mapping Analysis Tool is an application to help transportation professionals easily map and analyze crash data. The data is compiled from crash reports by law enforcement at the scene over the past 10 years. The application allows for the selection of crash data by geographical area and filters data by specific categories such as type of crash, speed limit, age, and crash severity. Some crash data remains incomplete or mislabeled due to limited information to reconstruct the circumstances of the accident. This data helps to identify areas of St. James that could benefit from enhanced infrastructure.

According to the Minnesota Department of Transportation Crash Mapping Analysis Tool, there have been a total of 339 crashes from 2005-2015 within St. James city limits. None of these crashes involved a fatality and the majority (75 percent) left only property damage. Nineteen (6 percent) of the crashes

involved a pedestrian or bicyclist. Most of these pedestrian and vehicle crashes occurred surrounding Armstrong Elementary School.

- A non-incapacitating injury is not fatal or incapacitating and generally considered a minor injury (bloody nose, bruises, cuts, and scrapes). Fourteen out of the nineteen crashes were reported non-incapacitating. Four of these accidents involved a school aged child.
- An incapacitating injury occurs when an injury is not fatal, but prevents the person from walking, biking, driving, or continuing everyday activities that the person was capable of doing prior to the accident. These types of accidents often require on the scene help. One of the reported accidents was an incapacitating injury, but a non-school aged child.
- A possible injury is an injury not evident at the scene, but a reported complaint of pain by the driver or a suspicion of the officer. Four of the reported crashes had a possible injury and two of these accidents involved school aged children.
- None of the reported accidents involving pedestrians were fatalities. The age of pedestrians involved in the crashes were between three and ninety years old.

St. James Public Schools

St. James Public Schools (ISD 840) serves families residing primarily in the City of St. James and surrounding communities throughout Watonwan County. St. James Public Schools manages Armstrong Elementary School, Northside Elementary School, and St. James High School.

School Referendum:

During the November 2015 election, the St. James School District passed a general obligation school building bond for $23,955,000. This will provide funds for the acquisition and betterment of school sites and facilities, including:

- The construction and equipping of additions, expansions and improvements to the Northside Elementary and St. James High School sites and facilities
- The repair, renovation, upgrading, equipping and completion of carious deferred maintenance projects, outdoor athletic improvements, paving, driveway, sidewalk and park lot improvements and safety and security projects at various school sites and facilities
- The acquisition and installation of technology infrastructure at all schools
- The prepayment of a lease purchase agreement previously entered in into and finance the construction and equipping of an addition to the Northside Elementary School

St. James Public School Wellness Policy

The St. James Public School Wellness Policy was adopted in 2006 and revised in 2008. The purpose of the policy is to assure a school environment that promotes and protects the students' health, wellbeing, and ability to learn by supporting healthy eating and physical activity. There are six general statements of policy including:

1. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
2. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

3. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring and reviewing school district nutrition and physical activity policies.
4. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
5. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
6. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

St. Paul's Lutheran School

St. Paul's Lutheran School is a nonpublic kindergarten through eighth grade school serving families residing primarily in the City of St. James and surrounding communities.

Armstrong Elementary School

Armstrong Elementary School is a preschool and kindergarten with an enrollment of 89 students. The normal school hours are 8:25 a.m. to 2:50 p.m. on Monday, Tuesday, Thursday, and Friday and 8:25 a.m. to 1:30 p.m. on Wednesday.

School Site

Armstrong Elementary School is located at 600 Armstrong Boulevard South and is bordered by Armstrong Boulevard South, 3rd Avenue South, 8th Avenue South, and 4th Street South. Armstrong Elementary School is zoned primarily single family residential, however a service business district and general business district is located nearby. Armstrong Elementary School is located on a uniquely shaped plat. North of the school building is a large, paved recreational area, as well as residential homes. East and south of the building are residential homes and a large parking lot. West of the school is St. James Catholic Church Center and a playground.

Walking and Biking Conditions

Sidewalks are located along both sides of the streets surrounding the school.

Continental crosswalks are painted at most intersections surrounding the school; however, many of them are fading. The intersections with crosswalks are: 8th Avenue South/Armstrong Boulevard South, 6th Avenue South/Armstrong Boulevard South, 3rd Avenue South/Armstrong Boulevard South, 3rd Avenue South/4th Street South, and 4th Street South/7th Avenue South. No crosswalks are painted at the intersection of 3rd Avenue South/5th Street South and 8th Avenue South/4th Street South.

Signage is present in the form of pedestrian crossings, school zone, speed limit, and no parking. This is primarily located on 3rd Avenue South. A four-way stop is located at the intersections of 8th Avenue South/4th Street South. All other four way intersections have stop signs on one or two sides.

Bicycle racks are located near 3rd Avenue South and in between two fences. The bicycle racks are difficult to access.

Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals were observed on October 27, 2015 by the St. James SRTS Team and Region Nine Development Commission. Arrival and dismissal observations at Armstrong Elementary School were summarized by the following modes: walkers and bicyclists, bus system, vehicle traffic and parking lot, and crossing guards and patrols.

Morning observations were conducted from 7:50 a.m. to 8:25 a.m. The weather was approximately 48 degrees and cloudy.

Walkers and Bicyclists: No children were observed walking or biking.

Bus System: Buses were observed dropping students off at multiple locations surrounding the school. One bus entered the alley from 7th Avenue South. The driver parked the bus by the back door and turned on their flashing lights. Another bus with special education students dropped off at the back door after the start of the school day.

Vehicle Traffic and Parking Lot: Family vehicles were observed dropping students off at various locations surrounding the school. Vehicles pulled up along Armstrong Boulevard South, the alley from 7th Avenue South, or 3rd Avenue South to drop off students. Some parents parked their vehicles at those locations and walked their child to the door. The school emergency parking area was filled.

Crossing Guards and Patrols: No crossing guards or patrols were observed near the school.

Dismissals were conducted in the same manner as arrival. Observations were recorded from 2:40 p.m. to 3:00 p.m. The weather was approximately 56 degrees, cloudy, and rainy.

Walkers and Bicyclists: Students were observed walking along 6th Avenue South, Armstrong Boulevard South, and 3rd Avenue South. All of the students were walking with a parent. Students who live next to the school walked home. Most students utilized the nearby crosswalks.

Bus System: The bus system ran very efficiently. After students riding in a family vehicle were picked up, the remaining students boarded the buses. A bus was observed coming to a complete stop to allow for students to cross the alley. Bus drivers waited until all kids were seated before departing.

Vehicle Traffic and Parking Lot: Family vehicles parked and picked up students at various locations surrounding the school. Some parked along Armstrong Boulevard South, while others parked along 3rd Avenue South. A 20 mph speed zone exists along Armstrong Boulevard South; however, observers noted that vehicles appeared to be going faster. A few family vehicles were observed parking in the emergency or handicap parking spots. A one-way sign located near the entrance of the alley was worn.

Crossing Guards and Patrol: No crossing guards or patrols were noticed surrounding the school; however, teachers walked their students out to the bus area and waited until they had all departed.

Parent Survey Results

A parent survey was distributed by Armstrong Elementary School and collected from November 2015 through January 2016. This survey helped to better understand the factors affecting a parent's decision to allow or not allow their children to walk or bike to school and to identify barriers in the community. The results of the survey helped to identify problem areas and develop strategies to overcome these challenges.

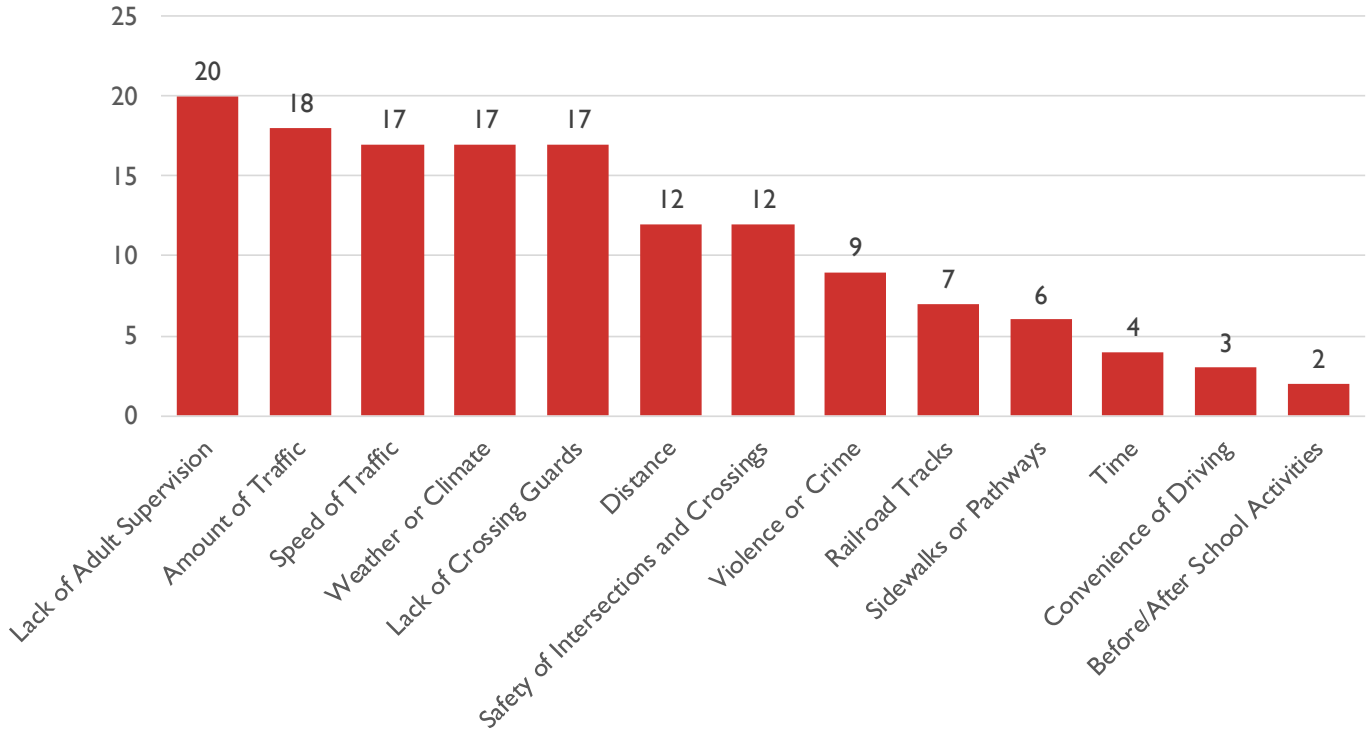
The survey received 37 responses, of which 62 percent of participants live within one mile of the school.

Parents were asked to select their top concerns in allowing their children to walk or bike to school. They were asked to select all that applied. Thirty-three parents responded their highest concerns included (see Figure 1.1):

1. Lack of Adult Supervision (61%)
2. Amount of Traffic (55%)
3. Speed of Traffic/Weather or Climate/Lack of Crossing Guards (52%)

In the comment section of the survey, the majority of comments referred to the age of their child and the safety in the community being concerns.

Figure 1.1: Parent Walk and Bike Concerns Survey Results



Student Tally

Armstrong Elementary School completed student tallies during the week of October 26, 2015. Teachers collected results on Tuesday, Wednesday, and Thursday by asking students how they arrived and planned on leaving school.

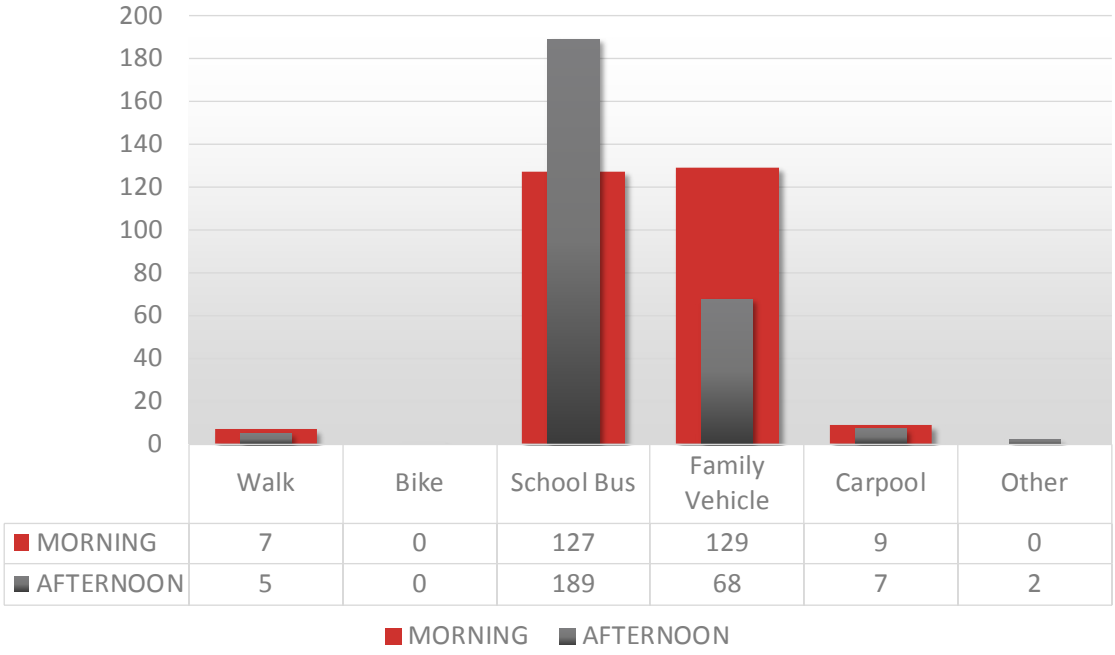
Morning arrivals were summarized for each mode of transportation or activity (see Figure 1.2):

- School Bus (47%)
- Family Vehicle (47%)
- Walk (3%)
- Carpool (3%)
- Bicycle (0%)
- Other (0%)

Afternoon dismissals were summarized for each mode of transportation or activity (see Figure 1.2):

- School Bus (70%)
- Family Vehicle (25%)
- Walk (2%)
- Carpool (2%)
- Other (1%)
- Bicycle (0%)

Figure 1.2: Student Travel Tally



	Walk	Bike	School Bus	Family Vehicle	Carpool	Other
MORNING	7	0	127	129	9	0
AFTERNOON	5	0	189	68	7	2

Northside Elementary School

Northside Elementary School is a kindergarten through fifth grade school with an enrollment of 420 students. The normal school hours are 8:25 a.m. to 3:11 p.m. on Monday, Tuesday, Thursday and Friday and 8:25 a.m. – 1:45 p.m. on Wednesday.

School Site

Northside Elementary School is located at 1273 10th Avenue North. The school is bordered by streets on the south (10th Avenue North) and east (730th Avenue). The majority of space surrounding the school is zoned single family residential; however, a small multiple-family residential zone exists nearby. North of the school is recreational area and open space. East and south of the school is residential housing. West of the school lies the parking lot, tennis courts, and St. James High School.

Walking and Biking Conditions

Nearest the school, 10th Avenue North has sidewalks on the north side of the street only. 730th Avenue is a gravel road starting east of the school. Limited crossings are present surrounding the school due to a lack of sidewalk/trail infrastructure. There are traditional and continental striped crosswalks located at the intersections of 10th Avenue North/Jackson Street North and 10th Avenue North/Park Street North; however, these crosswalks do not lead to sidewalks.

A four-way stop exists at the intersection of 10th Avenue North/Jackson Street North. One stop sign is located on the south side of 10th Avenue North/Parks Street North. There are pedestrian crossing signs located near the intersections surrounding the school.

Bicycle racks are located at the main entrance of the school.

Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals were observed on October 27, 2015 by the St. James SRTS Team and Region Nine Development Commission. Arrival and dismissal observations were summarized by the following modes: walkers and bicyclists, bus system, vehicle traffic and parking lot, and crossing guards and patrols.

Morning observations were conducted from 7:50 a.m. to 8:20 a.m. The weather was approximately 48 degrees and cloudy.

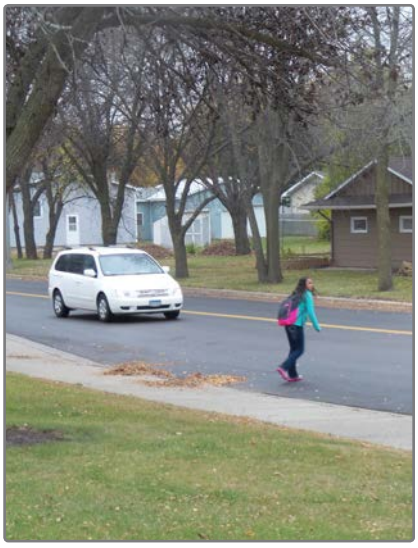
Walkers and Bicyclists: Very few walkers and bicyclists were observed arriving at the school. Some students were observed using rollerblades and hovercrafts. Many of the students coming to school crossed from the high school and used the shared parking lot and sidewalk. Students were observed coming to school by themselves and utilizing sidewalks. Several students stayed outside until the bell rings.

Bus System: Observers noted that the bus system seemed to run with a steady flow. Buses enter the designated bus drop off at the intersection of 10th Avenue North/Park Street North.

Vehicle Traffic and Parking Lot: Most students were dropped off at the designated family vehicle drop off loop along 10th Avenue North. Vehicles are supposed to pull up as far as they can in the loop and only drop the student off and leave. Some vehicles parked in the loop. Other students were dropped off in front of the school, instead of the loop. Drivers were observed being very alert to students and obeying stop signs.

Crossing Guards and Patrols: No crossing guards or patrols were present surrounding the school; however, a St. James police officer drove by the school.

Dismissals were conducted in the same manner as arrival. Observations were recorded from 2:40 p.m. to 3:00 p.m. The weather was approximately 56 degrees, cloudy, and rainy.



Walkers and Bicyclists: Several students were observed walking after being dismissed from school. Students that did not use 10th Avenue North were observed walking along the grass due to the lack of sidewalks. A group of children from St. Paul's Lutheran School walked to the high school to meet siblings. A majority of students walked towards the high school to go home.

Bus System: Buses began arriving at 3:05 p.m. and used the designated pick up location where they enter from the intersection of Park Street North/10th Avenue North. Many students were observed running to their respective bus.

Vehicle Traffic and Parking Lot: At 2:55 p.m., the designated family vehicle pick up location was full. Some guardians parked in the loop and walked to the entrance of the school to get their student. For the most part, vehicle traffic was gone before the buses left. Vehicles picked up students near the bus drop off and pick up when all the buses had left the school.

Crossing Guards and Patrols: No crossing guards or patrols were observed at the school. Teachers were outside shortly after dismissal.

Parent Survey Results

A parent survey was distributed by Northside Elementary School and collected from November 2015 through January 2016. This survey helped to better understand the factors affecting a parent's decision to allow or not allow their children to walk or bike to school and to identify barriers in the community. The results of the survey helped to identify areas where improvements could be made.

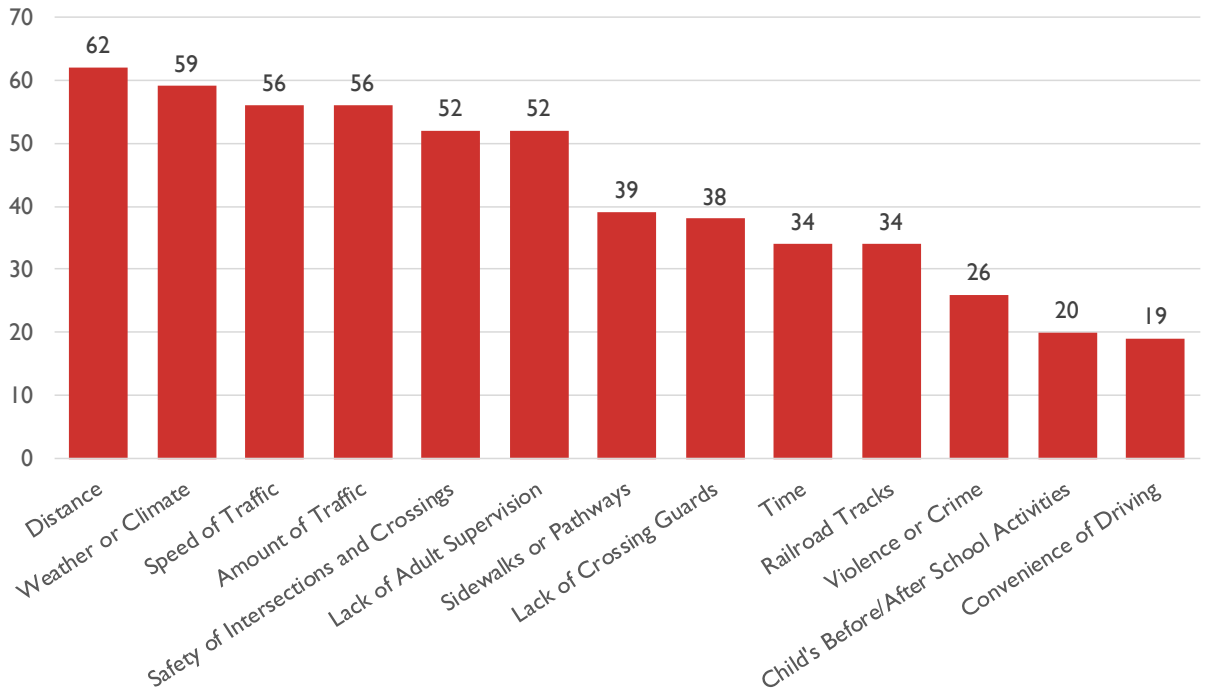
The survey received 119 responses, of which 47% of participants live within one mile of the school.

Parents were asked to select their top concerns in allowing their children to walk or bike to school. They were asked to select all that applied. One-hundred and two parents responded their highest concerns included (see Figure 2.1):

1. Distance (61%)
2. Weather or Climate (58%)
3. Amount of Traffic/Speed of Traffic (55%)
4. Lack of Adult Supervision/Intersections and Crossings (51%)

A variety of comments were collected in the survey. Several parents noted safety and age as concerns for not allowing their child to walk and bike to school.

Figure 2.1: Parent Walk and Bike Concerns Survey Results



Student Tally

Northside Elementary completed student tallies during the week of October 26, 2015. Teachers collected results on Tuesday, Wednesday, and/or Thursday by asking students how they arrived and left school.

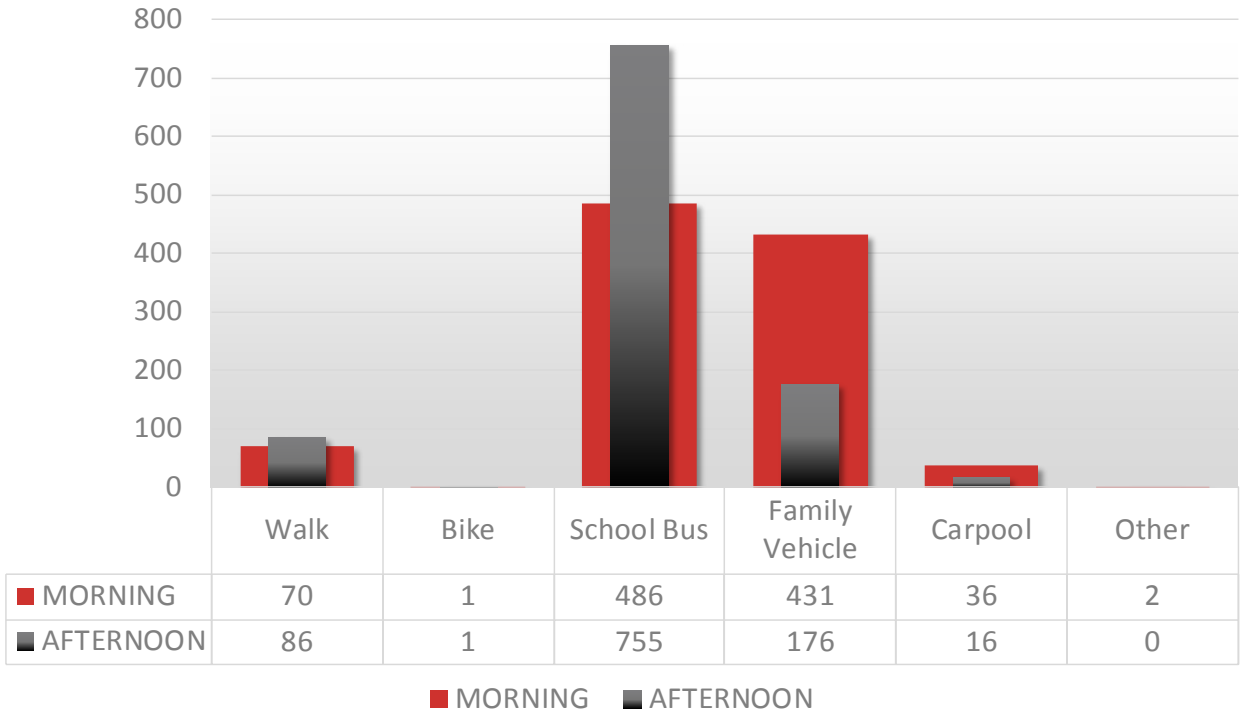
Morning arrivals were summarized for each mode of transportation or activity (see Figure 2.2):

- School Bus (47%)
- Family Vehicle (42%)
- Walk (7%)
- Carpooled (4%)
- Other (<1%)
- Bicycle (0%)

Afternoon dismissals were summarized for each mode of transportation or activity (see Figure 2.2):

School Bus (73%)
Family Vehicle (17%)
Walk (8%)
Carpooled (2%)
Bicycle (<1%)
Other (<1%)

Figure 2.2: Student Travel Tally



St. James High School

St. James High School is a sixth through twelfth grade school with an enrollment of 555 students during the 2014-2015 school year. The normal school hours are 8:25 a.m. to 3:11 p.m. on Monday, Tuesday, Thursday and Friday and 8:25 a.m. – 1:45 p.m. on Wednesday.

School Site

St. James High School is located at 1001 10th Avenue North. It is bordered by the following streets: 10th Avenue North, 9th Street North, and 11th Avenue North. The surrounding area is zoned primarily single family residential; however, a small multi-family residential zone exists. North of the school is residential housing as well as open space and athletic fields. East of the school are tennis courts and a shared parking lot. South is residential housing. West of the school is occupied by a parking lot and residential housing.

Walking and Biking Conditions

Sidewalks are only located on the north side of 10th Avenue North. No other sidewalks are connected or surrounding the school.

One traditional crosswalk is located at the intersection of 10th Avenue North/10th Street North. This leads to an on-street walking trail on 10th Street North.

Signage is solely present along 10th Avenue North.

Bicycle racks are located near the main entrance of the school.

Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals were observed on October 27, 2015 by the St. James SRTS Team. Arrival and dismissal observations were summarized by the following modes: walkers and bicyclists, bus system, vehicle traffic and parking lot, and crossing guards and patrols.

Morning observations were conducted from 7:50 a.m. to 8:20 a.m. The weather was approximately 48 degrees and cloudy.

Walkers and Bicyclists: Many students who walked to school used 10th Avenue North or 10th Street North. A handful of walkers used 10th Street North. Some students were observed jaywalking.

Bus System: Observers felt the bus system in place was orderly and ran smoothly for the amount of students who ride. Buses dropped off in the designated bus drop-off area along 10th Avenue North starting at 7:50 a.m. Four paraprofessionals assisted special education students from their bus at 7:55 a.m. There was also a shuttle bus that transported younger students to Armstrong Elementary School at 8:05 a.m.

Vehicle Traffic and Parking Lot: Family vehicles dropping students off are to use the parking lot. The east side of the parking lot became congested as cars dropped off at multiple locations and entered/exited at the same location. Several students also were dropped off by the curb of 10th Avenue North and in the center of the street. Tenth Avenue North was busy during arrival observations, but traffic was orderly.

Crossing Guards and Patrols: No crossing guards or patrols were observed at the school. A St. James police officer drove by the school.

Dismissals were conducted in the same manner as arrival. Observations were recorded from 2:40 p.m. to 3:00 p.m. The weather was approximately 56 degrees, cloudy, and rainy.

Walkers and Bicyclists: Students were observed being dismissed shortly before the final bell at 3:11 p.m. Several students walked home after school. There was a mix of students who jaywalked and properly used the crosswalks.

Bus System: Buses park at the designated pick up location along 10th Avenue North. Bus and vehicle traffic sometimes got jumbled, but for the most part was orderly.

Vehicle Traffic and Parking Lot: Several students were picked up after school by a guardian. Students were picked up at various locations surrounding the school, including along 10th Avenue North and inside the parking lot.

Crossing Guards and Patrol: No crossing guards or patrols were observed at this school.

Parent Survey Results

A parent survey was distributed by St. James High School and collected from November 2015 through January 2016. This survey helped to better understand the factors affecting a parent's decision to allow or not allow their children to walk or bike to school and to identify barriers in the community. The results of the survey helped to identify areas where improvements could be made.

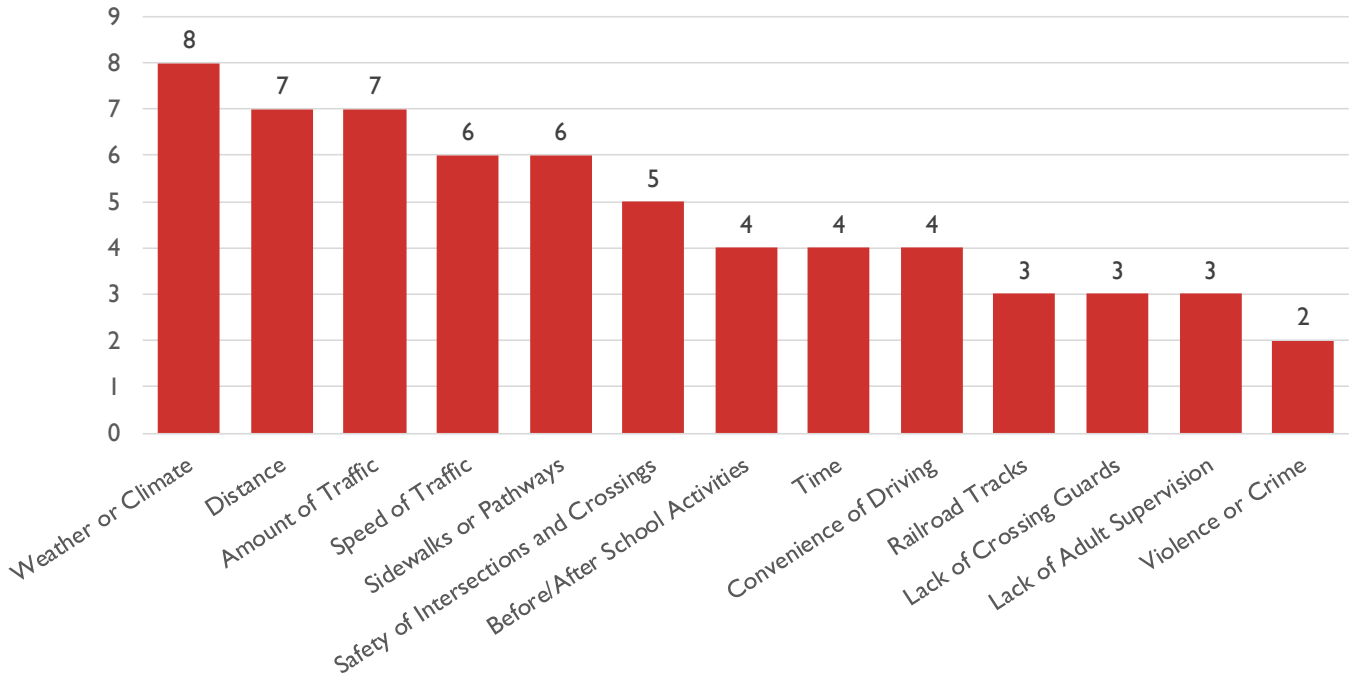
The survey received 39 responses, of which 51% of participants live within one mile of the school.

Parents were asked to select their top concerns in allowing their children to walk or bike to school. They were asked to select all that applied. Twenty-four parents responded their highest concerns included (see Figure 3.1):

1. Weather or Climate (33%)
2. Distance/Amount of Traffic (29%)
3. Speed of Traffic/Sidewalk or Pathways (25%)

Only a few comments were collected at the end of the survey. These comments varied, but were positive if changes were implemented.

Figure 3.1: Parent Walk and Bike Concerns Survey Results



Student Tally

St. James High School completed student tallies during the weeks of October 26, 2015. Teachers collected results on Monday and/or Tuesday by asking students how they arrived and left school. There were 242 responses collected for arrival and dismissal.

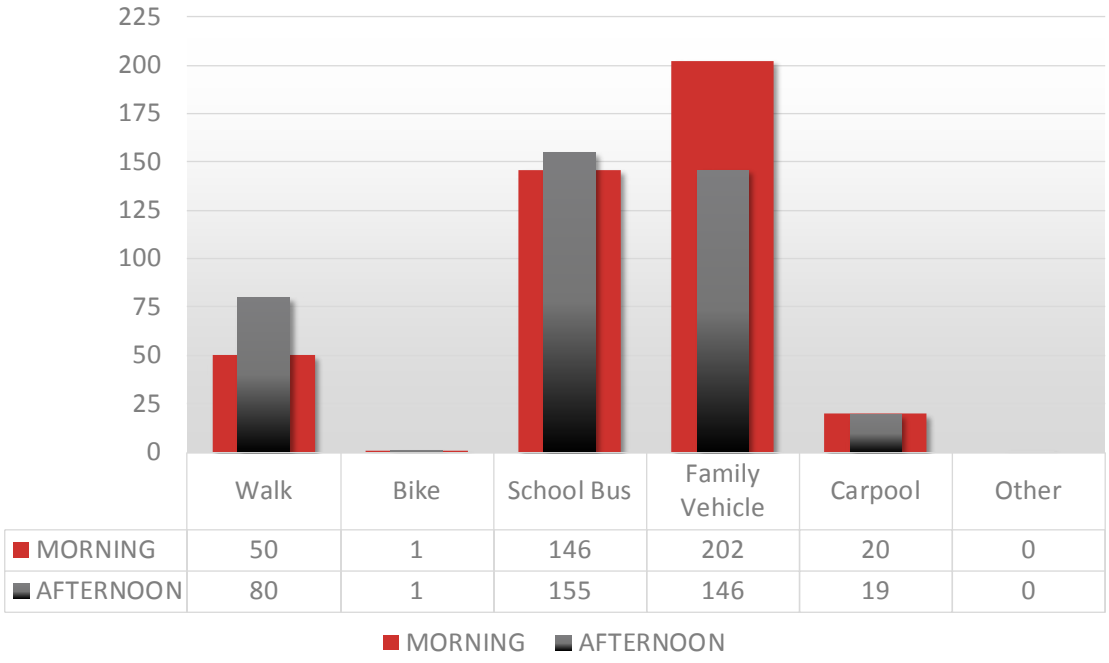
Morning arrivals were summarized for each mode of transportation or activity (see Figure 3.2):

- Family Vehicle (48%)
- School Bus (35%)
- Walk (12%)
- Carpooled (5%)
- Bicycle (<1%)
- Other (0%)

Afternoon dismissals were summarized for each mode of transportation or activity (see Figure 3.2):

- School Bus (39%)
- Family Vehicle (36%)
- Walk (20%)
- Carpooled (5%)
- Bicycle (<1%)
- Other (0%)

Figure 3.2: Student Travel Tally



	Walk	Bike	School Bus	Family Vehicle	Carpool	Other
MORNING	50	1	146	202	20	0
AFTERNOON	80	1	155	146	19	0

St. Paul's Lutheran School

St. Paul's Lutheran School is a non-public kindergarten through sixth grade school with an enrollment of 55 students. The normal school hours are 8:15 a.m. to 2:50 p.m.

School Site

St. Paul's Lutheran School is located at 315 9th St. South. The school is bordered by 10th Street South, 4th Avenue South, 9th Street South, and 3rd Avenue South. It is surrounded by single family residential zoning, but is nearby a service business district and a general business district. Residential property is located north, east, and west of the school. South of the school is Southside Park.

Walking and Biking Conditions

Surrounding the school, 9th Street South and 3rd Avenue South have sidewalks located on both sides of the street. Sidewalks are located near the far side of the school on 10th Street South and 4th Avenue South.

No intersections surrounding the school have marked crosswalks.

Stop signs in two directions are located at each of the intersections near the school. There are pedestrian crossing signs located along 9th Street South, but no other streets surrounding the school.

Arrival and Dismissal Observations

Morning arrivals and afternoon dismissals were observed on October 27, 2015 by the St. James SRTS Team and Region Nine Development Commission. Arrival and dismissal observations were summarized by the following modes: walkers and bicyclists, bus system, vehicle traffic and parking lot, and crossing guards and patrols.

Morning observations were conducted from 7:40 a.m. to 8:15 a.m. The weather was approximately 42 degrees, cool and cloudy.

Walkers and Bicyclists: Students were observed walking in most directions to the school including: 9th Street South, 10th Street South, and 4th Avenue South. Those students that walked along 4th Avenue to the school, walked on the road because there is no sidewalk. A few students walked their younger sibling across the street, then walked back to a bus stop. Several walkers crossed the parking lot to get to the bus stop.

Bus System: Three school buses and a Take Me There (TMT) bus arrived sporadically between 7:49 a.m. and 7:55 a.m. to drop students off and/or pick up. All buses dropped off inside the parking lot, except for one that dropped off at the curb along 4th Avenue South.

Vehicle Traffic and Parking Lot: Most of the family vehicles parked in the school parking lot to drop their student off used the northeast ramp to enter and the southwest exit. A majority of students take a family vehicle to school. The speed along 10th Avenue South seemed fast.

Crossing Guards and Patrols: No crossing guards or patrols were observed at the school.

Dismissal observations at St. Paul's Lutheran School were conducted in the same manner as arrival. Observations were recorded from 3:10 p.m. to 3:28 p.m. The weather was approximately 55 degrees and cloudy.

Walkers and Bicyclists: Some students exited the building using the church entrance/exit. These students were observed walking around the car loop, across the street to parked vehicles, or waiting near the curb. No students walked or biked.

Bus System: School buses and the Take Me There (TMT) bus picked students up in the northeast parking lot, circle drive, or on 4th Avenue South. Students entered the bus in the northeast parking lot walk in front of the buses to load.

Vehicle Traffic and Lot: Family vehicles parked along the edge of the parking lot. Only one vehicle in the northeast parking lot was observed picking their student up from school.

Crossing Guards and Patrol: No crossing guards or patrols were observed at the school; however, two teachers dismissed students at the entryway (near parking lot).

Parent Survey Results

A parent survey was distributed by St. Paul's Lutheran School and collected from November 2015 through December 2015. This survey helped to better understand the factors affecting a parent's decision to allow or not allow their children to walk or bike to school and to identify barriers in the community. The results of the survey helped to identify areas where improvements could be made.

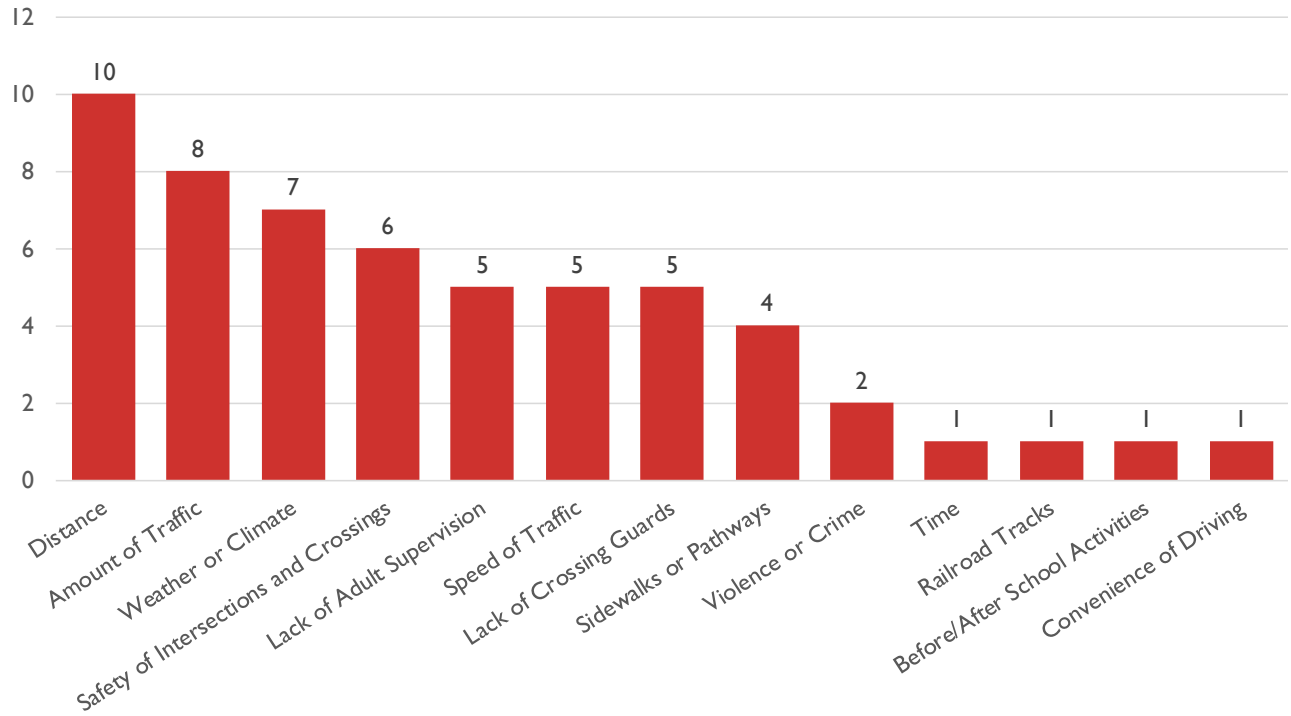
The survey received 24 responses, of which 50% of participants live within one mile of the school.

Parents were asked to select their top concerns in allowing their children to walk or bike to school. They were asked to select all that applied. Seventeen parents responded their highest concerns included (see Figure 4.1):

1. Distance (59%)
2. Amount of Traffic (47%)
3. Weather or Climate (41%)
4. Intersections or Crossings (35%)
5. Lack of Adult Supervision/Speed of Traffic/Lack of Crossing Guards (29%)

In the comment section of the survey, a few parents mentioned the need to keep the current busing system.

Figure 4.1: Parent Walk and Bike Concerns Survey Results



Student Tally

St. Paul's Lutheran School completed student tallies during the week of October 19th, 2015. Teachers collected results on Tuesday, Wednesday, and/or Thursday by asking students how they arrived and left school. There were responses for arrival and for dismissal.

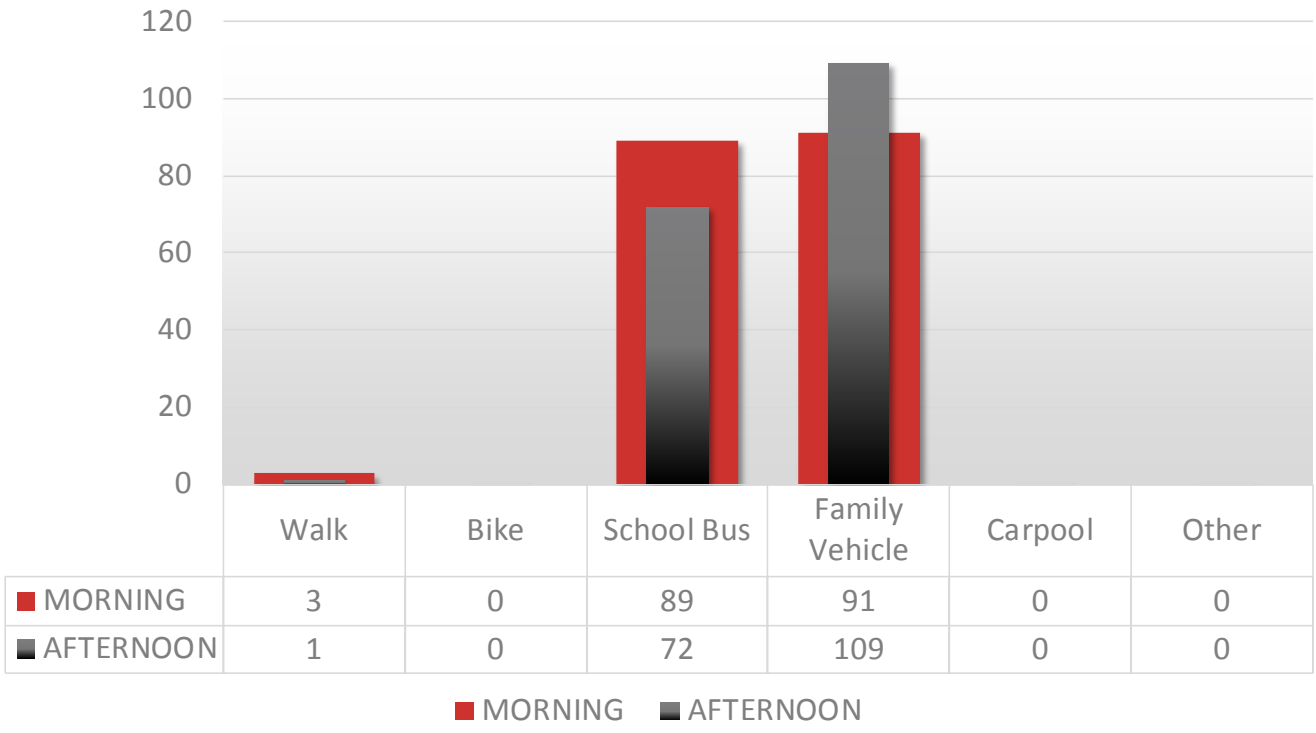
Morning arrivals were summarized for each mode of transportation or activity (see Figure 4.2):

- Family Vehicle (50%)
- School Bus (48%)
- Walk (2%)
- Bicycle (0%)
- Carpooled (0%)
- Other (0%)

Afternoon dismissals were summarized for each mode of transportation or activity (see Figure 4.2):

- Family Vehicle (60%)
- School Bus (40%)
- Walk (>1%)
- Bicycle (0%)
- Carpooled (0%)
- Other (0%)

Figure 4.2: Student Travel Talley



Five 'E's of Planning

The *Five 'E's* of Safe Routes to Schools Planning are strategy areas prescribed by the federal government and central to each SRTS plan. A brief description of each strategy area follows:

Evaluation

Evaluation is generally the first *'E'* communities and school districts will be involved with. Many communities and schools begin by completing a planning process to create strategies through collecting and analyzing data. After the planning process is completed, evaluation strategies are used to monitor the success and document the effects the implementation of strategies has on the number of children walking and biking to school. Evaluation strategies include completing yearly student tallies and parent surveys to document changes over time.

Engineering

Engineering strategies include planning, designing, and constructing physical improvements around schools and surrounding neighborhoods. Engineering changes are generally the most desired strategies to many communities and schools. However, engineering strategies alone do not always produce safer routes and encourage an increase in walking and biking. It is important to tie this strategy to the other E's to ensure the new improvements are used. Projects may include construction of sidewalks or multi-use trails to improve connectivity between the neighborhood and the school, improvements of street crossings, traffic calming measures, and signage.

Education

Education is an increasingly important category due to the lack of understanding by many about how to walk and bike in the community properly and safely. Education strategies target not only students, but also parents and other community members. Education messages can target parents and community members about taking caution around schools and routes where children are walking or biking. Drivers need to be aware and practice safe driving skills when entering these areas. Some parents have never been taught pedestrian and bicycle safety skills. Education activities complement other strategies to make those strategies successful.

Encouragement

Encouragement strategies involve programming and activities to promote walking and biking to school. They build interest and enthusiasm to help ensure the SRTS program's continued success. Activities may include mileage clubs and contests, walk and bike to school day, walking school buses, and remote drop off sites.

Enforcement

Enforcement is generally tied to ensuring speed limits and rules of the road are enforced by police patrols. It can also include creating a volunteer crossing guard program which assists pedestrians and bicyclists in crossing the street safely. Enforcement of the rules of the road goes both ways as pedestrians and bicyclists should also be held to roadway laws.

Best Practices

This section provides information on best practices for SRTS programming and implementation as well as resources, ideas, case studies, and funding SRTS projects and programs. Before moving to the recommendations specific to the St. James community, this chapter offers a variety of different bicycle and pedestrian facility options that could provide solutions to the problems identified in this plan.

Engineering Solutions

This section provides an overview of common bicycle and pedestrian facilities St. James may want to consider when carrying out the goals and recommendations of the SRTS plan. These facility types are simply meant to give an idea of what other communities are doing to become more bicycle and pedestrian friendly. Some of these solutions may not be an appropriate option for St. James.

Sidewalk Surface Types

Sidewalks can be surfaced with a variety of materials to accommodate varying budgets and contexts. While urban, suburban, and heavily used sidewalks are typically made of concrete, less expensive walkways may be constructed of asphalt, crushed stone, or other materials. In more rural areas, a side path made of a material other than concrete may be suitable and be a better fit with a rural environment.

Sidewalk Buffers

The space between the sidewalk and closest lane of moving vehicles is the sidewalk buffer. Wider sidewalk buffers allow for a pedestrian to avoid splash zones (areas adjacent to a motor vehicle travel lane into which water spray may occur), provide a snow storage area, and a more comfortable separation between moving vehicles and pedestrians.

Sidewalk Width

The preferred minimum sidewalk width recommended for SRTS is five to six feet. Walking can be a social activity; and therefore facilities are needed to accommodate social walking. The six-foot width allows for two people to walk comfortably side by side and provides sufficient space for pedestrians crossing in the opposite direction. Sidewalks with a width of eight to ten feet or more should be built where there is no sidewalk buffer along an arterial street and along roads adjacent to school grounds where large numbers of walkers are expected.

Sidewalk Placement

Sidewalk placement, or setback, along streets should take into account worn paths and buffer zones, and provide room for snow storage where snowfall is prevalent. The worn path that pedestrians create when there is not a sidewalk demonstrates where people naturally want to walk. The area between the street and the worn path or sidewalk is a buffer zone which provides space between pedestrians and motor vehicles. Unfortunately, when sidewalks are built along major arterial streets, many tend not to include a buffer zone, thus placing pedestrians uncomfortably close to high-speed traffic. Sidewalks also need to provide a continuous path. Just as streets are designed and built to provide a continuous network, sidewalks too should provide users with a continuous path.

Street Lighting

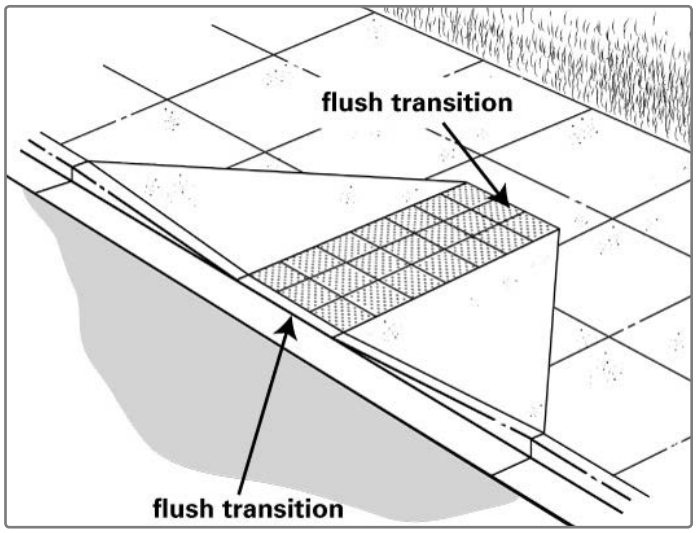
Street lighting improves visibility and helps with personal security. On streets with lots of trees, street lighting scaled to pedestrians (low to the sidewalk) illuminates the area even after trees grow big and tall. Street lighting improves safety by allowing pedestrians and motorists to see each other. Two-sided lighting should be considered along wide streets. It is especially important to provide lighting at crossings. Lighting can also be helpful along streets adjacent to the school grounds to minimize school vandalism and improve security.

ADA/Universal Design

The purpose of universal design is to provide an environment that is equally accessible and comfortable for users of different abilities and ages. To help ensure access for all, the Americans with Disability Act (ADA) of 1990 prohibits discrimination on the basis of disability. Sidewalks and other pedestrian facilities in the public right-of-way are subject to the requirements of the ADA. In 2004, the US Access Board released the ADA and the Architectural Barriers Act: Accessibility Guidelines for Buildings and Facilities. These guidelines contain scoping and technical requirements for accessibility to sites, facilities, and buildings by all users.

Curb Ramps

Curb ramps should be perpendicular wherever possible, where each corner has two ramps installed perpendicular to the face of the curb (vs. a single ramp facing diagonally at an intersection). A big advantage of having two ramps at the corner and small curb radii is the curb ramps can lead directly along the line of travel guiding pedestrians into the crosswalk rather than into the middle of the intersection. Two ramps, which end at the crosswalk, also provide directional guidance to pedestrians with vision impairments. When a corner is retrofitted with new curb ramps, the crosswalk markings may have to be moved so the curb ramp fully aligns within the crosswalk.



Warning Strips

Truncated domes are the standard design requirement for detectable warnings on curb ramps and at transitions from sidewalks to street crossings. These small, flattened domes provide

a surface that is distinguishable underfoot and by cane. ADA guidelines require the use of a truncated dome warning strip at the bottom of every newly constructed curb ramp. These domes provide a tactile warning to pedestrians with a visual impairment who would otherwise be given warning by the presence of a curb. The truncated dome tactile strip should be two feet deep for the entire width of the ramp and should have a contrasting color with the adjacent sidewalk.

Chokers and Chicanes

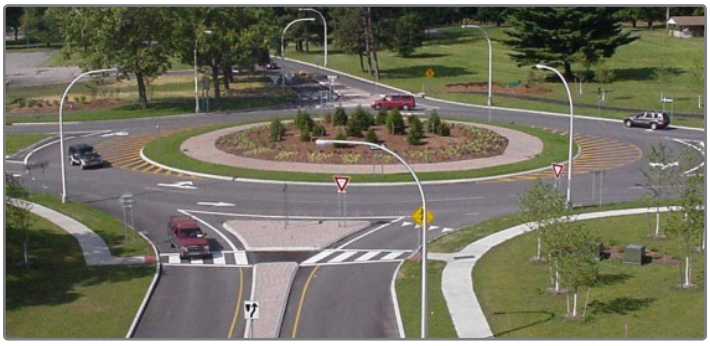
Traffic calming can also result from narrowing the street through the use of chokers and chicanes. Chokers narrow both sides of the street to form a section of about 20 to 24 feet wide. Chicanes provide alternating narrow and wide sections, and a curved driving path similar to a slalom. Chicanes work best when supplemented with centerline striping and in some cases edge line striping. Both chokers and chicanes need to have a vertical element in the narrowed section such as landscaping so the narrowed section can be seen easily by approaching motorists.

Narrow Lanes

There are several ways to narrow a street. Paint is a simple, low cost, and easy way to narrow the street or travel lanes. If the narrower lanes can result in a striped shoulder, the shoulder will provide a buffer for pedestrians, a place for bicyclists to ride, and a refuge for disabled motor vehicles. The shoulder stripe will also provide better motorist guidance. Interior traffic lanes can be narrowed to 10 feet wide to encourage slower speeds. Narrow lanes can also result from road-diet projects which can include painted medians, center turn lanes, bicycle lanes or parking lanes.

Roundabouts

The modern roundabout is a form of circular intersection in which traffic travels at low speeds counterclockwise around a central island. Vehicles entering a roundabout must yield, or stop if needed, to circulating traffic. Roundabouts allow for more continuous traffic flow compared to conventional stop or signalized intersections. Additionally, compared to conventional stop or signalized intersections, roundabouts reduce and simplify the number of places where motor vehicles would potentially conflict with other vehicles (cars and bicycles) and pedestrians.



Traffic Circles

Traffic circles can help slow traffic on local and collector streets and calm traffic for pedestrians. Traffic circles typically have less of an impact on emergency vehicles than speed humps or speed tables, and can add to the aesthetics of the street. Neighborhood traffic circles on local streets do not need to have raised splitter islands, but they should be illuminated with streetlights.

Reduce Corner Radii

There is a direct relationship between the size of the curb radius and the speed of turning motor vehicles. A large radius may easily accommodate large fire trucks and other large trucks and school buses, but it also allows other drivers to make high speed turns and it increases the crossing distance for pedestrians.

Speed Humps

Speed humps represent one type of traffic calming measure which has been used by many local agencies for slowing traffic. Modern speed humps are 12 to 14 feet wide and have a rounded appearance which is 2.5 to 4 inches high at the center. Longer and flatter speed humps are referred to as speed tables. Speed humps have been shown to reduce motor vehicle speeds on streets where they were installed.

Raised Pedestrian Crosswalks

Raised pedestrian crosswalks serve as traffic calming measures by extending the sidewalk across the road and bringing motor vehicles to the pedestrian level. Raised crosswalks also improve accessibility by allowing a pedestrian to cross at nearly a constant grade without the need for a curb ramp and make the pedestrian more visible to approaching motorists. They have a trapezoid-shaped cross-section to slow motorists at the pedestrian crossing where the slowing will be most effective.

Evaluation Solutions

Evaluation is an important component of any SRTS program. Evaluation is used to determine if the goals of the strategies are being met and to assure that resources are directed toward efforts that show the greatest likelihood of success. Also, evaluation can identify needed adjustments to the program while it is underway. This information describes how to conduct a SRTS program evaluation that is tailored to that program's objectives and strategies.

There are additional tools that schools and communities can use in conjunction with the student travel tallies and parent surveys to get a more robust idea of how the community is stacking up in terms of not only SRTS, but also bicycle and pedestrian amenities more broadly. Three other areas to consider tracking are bicycle and pedestrian facilities, behavior and attitudes in the community, and broader measures of community performance.

Selected program activities need to have both process and outcome objectives. In general, objectives should include specific information about what is to happen, to whom, by when, and in what amount. These are sometimes called SMART (specific, measurable, achievable, relevant, and time-bound) objectives.

Bicycle and pedestrian facilities are the easiest to measure and they provide a good sense of what exists in the community. Things to consider keeping track of in this category include, but are not limited to:

- Miles of: sidewalks, multi-use trails, bike lanes, sharrows, bike boulevards, etc.
- Number of bicycle racks, benches, waste receptacles, drinking fountains, informational kiosks or anything that supports a healthy bicyclist and pedestrian environment.
- Number of improved intersections.
- Number of traffic calming measures installed.

- Number of road construction/reconstruction projects that have included bicycle and pedestrian needs.
- The number of recommendations in the plan that have been implemented.
- The number of crosswalks painted or repainted.

Tracking behavior and attitudes can be a bit more difficult and less scientific; however it is important to know if improvements made have impacted community members. Measurements to track behavior and attitudes include, but are not limited to:

- Mode shift: tracking walking and biking trips over time.
- Crashes by mode and type.
- Percentage of children walking and biking to school (student travel tallies).
- Vehicle Miles Traveled (VMT) or Single Occupancy Vehicle (SOV) trip reduction.
- Incorporating multi-modal level of service into transportation plans versus only automobile level of service.
- Bicycle and pedestrian counts through a city.
- Number of participants at SRTS and bike/walk events.
- Number of participants at bicycle and pedestrian education classes.
- Surveys and their responses.
- Groups participating in the maintenance of trails.
- Volunteer hours for all bicycle and pedestrian activities.
- Deaths and injuries by mode
- Bicycle organization membership.

Finally, while broader community performance measures may be harder to quantify and collect, they may show that biking and walking have had wide reaching positive impacts on the community. Broader community performance measures could include, but are not limited to:

Air quality improvement, specifically around the school (ground-level ozone, particulate matter, carbon monoxide, sulfur dioxide, and nitrogen dioxide).

Education Solutions

Education is one of the complementary strategies in a SRTS program. Education activities include teaching pedestrian, bicyclist and traffic safety, and creating awareness of the benefits and goals of SRTS. Encouragement activities also offer teachable moments to reinforce pedestrian and bicyclist safety education messages. Education strategies include identifying:

- Who needs to receive information?
- When should the education be delivered?
- What information needs to be shared?
- How will the messages will be conveyed?

Who

Audiences for SRTS education include, but are not limited to: children, parents, drivers, principals, superintendents, physical education instructors, crossing guards, and neighbors. Once a community decides to begin a SRTS program, each of these audiences plays a role in receiving and/or providing related education. Some sub-groups may require particular attention, such as families who do not speak English as a first language, individuals with vision, hearing or mobility impairments, and families with low-incomes.

When

Before beginning encouragement strategies, children should receive pedestrian and bicyclist safety education. Sometimes education strategies need to begin quickly. For example, in areas with unsafe routes where children are already

walking or biking out of necessity, education is urgently needed to reduce the risk of injury to children until other measures can also be put into place. The timing for education activities can also depend on the issues in the community and how education fits with other parts of the SRTS program.

What and How

What information needs to be shared with each audience is presented in this section as key messages. How the information can be conveyed is described in strategies.

Encouragement Solutions

Encouragement is one of the complementary strategies that SRTS programs use to increase the number of children who walk and bike to school safely. In particular, encouragement and education strategies are closely intertwined. These strategies work together to promote walking and biking by rewarding participation and educating children and adults. Encouragement activities also play an important role moving the overall SRTS program forward because they build interest and enthusiasm which can buy support for changes that might require more time and resources. Some encouragement actives include, but are not limited to:

Walking School Buses and Bicycle Trains

A walking school bus and bicycle train both consist of groups of students accompanied by adults that walk or bike a pre-planned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to walk or bicycle, begin from a parking lot. They may operate daily, weekly or monthly. Often, they are started in order to address parents' concerns about traffic and personal safety while providing a chance for parents and children to socialize.

Park and Walk

A pre-determined parking lot acts as the meeting area for families who drive and then park and walk the remaining distance to school. Some communities require parents to walk with their children to school while others have designated adult volunteers to walk groups of children from the parking area to school.

On-Campus Walking Activities

In situations where distance, safety concerns, or a disability prevents a child from walking or biking to school, communities can encourage walking on the school campus.

Enforcement Solutions

Enforcement is one of the complementary strategies that SRTS programs use to enable more children to walk and bike to school safely. Enforcement used alone will not likely have a long-term effect.

The public typically thinks of enforcement as officers writing tickets. In fact, enforcement, especially for SRTS programs, is a network of community members working together to promote safe walking, biking and driving. This can be accomplished through safety awareness, education and, where necessary, the use of ticketing for dangerous behaviors.

Enforcement includes students, parents, adult school crossing guards, school personnel and neighborhood watch programs all working in conjunction with law enforcement. Working together to enforce rules for safe walking, biking, and driving makes it safer for everyone.

Active Speed Monitors

Active speed monitors are permanent devices to keep drivers aware of their speeds and the need to slow down near schools. They are typically mounted on a speed limit sign and visually display drivers' real-time speeds as they pass. Drivers see how fast they are actually driving compared to the posted speed limit.

Pedestrian Decoy Operations

A way to bring attention to problems with motorists not yielding to pedestrians is through a pedestrian decoy. This is when police officers, in highly visible civilian clothes, pose as pedestrians crossing the street while other hidden officers observe their attempts. If a motorist violates safe crossing rules by failing to yield to the pedestrian, the hidden officers pursue and apprehend violators.

Progressive Ticketing

Progressive ticketing is a method for introducing ticketing through a three-staged process. Issuing tickets is the strongest strategy of an enforcement program and it is usually reserved for changing unsafe behaviors that other strategies failed to change or that pose a real threat to the safety of students.

1. **Educating:** Establish community awareness of the problem. The public needs to understand drivers are speeding around schools and the consequences of this speeding for children's safety.
2. **Warning:** Announce what action will be taken and why. Give the public time to change behaviors before ticketing starts.
3. **Ticketing:** Finally, after the warning time expires, hold a press conference announcing when and where the police operations will occur.

Speed Trailers

Portable speed trailers visually display drivers' real-time speeds compared to the speed limit. These devices may be effective in reducing speeds and increasing awareness of local speed limits. Portable speed trailers are most effective when the trailer flashes SLOW DOWN or flashes a bright white light that mimics a photo speed camera when drivers are moving too fast.

Traffic Complaint Hotlines

A traffic complaint hotline allows community members to report traffic problems directly to police. It is used to identify the worst traffic problem areas and the most frequent traffic complaints.

Speed Enforcement in School Zones

Strict enforcement of speed laws in school zones is one law enforcement tool that can improve the safety for children walking and biking to school as well as motorists. A zero tolerance policy for speeders in school zones, and even an increase in fines for drivers who violate the posted school zone speed limit, are potential approaches.

Recommended Strategies

The following strategies are possible solutions to alleviate, improve, or mitigate existing concerns, conditions, or barriers for children to be able to walk and bike to school safely. The overall goal is to increase the number of students who walk and bike to school. The following strategies have been suggested by Region Nine Development Commission to improve safety around the school and neighborhood based on the vision statement, community assessment, and identification of barriers and concerns. The strategies are listed under the goals determined during the kickoff meeting. The

strategies below also include infrastructure and non-infrastructure recommendations. Not all of the strategies will be able to be implemented right away. Strategies may range from short-term to long-term projects. For instance, infrastructure projects are generally long-term strategies which require additional considerations while many strategies meant to education and encourage students to walk and bike to school can be completed with short-term planning and preparation.

Engineering

1. Complete Streets Resolution/Policy

Nationwide, streets were built solely for vehicles causing difficulties for communities that strive to be walk and bicycle friendly. One strategy in mitigating the problem is a Complete Streets Resolution or Policy. The term *Complete Streets* translates into different and unique definitions, but the concept remains the same - streets for everyone. They are designed and operated to enable safe access for all users (pedestrians, bicyclists, and motorists) at all ages and abilities. A complete street may include: sidewalks, bike lanes, high visibility crosswalks, signage, and more. It is important for communities to define complete streets and to understand the difference between passing a resolution or policy.

Complete Streets Resolution

- Defines and considers Complete Streets
- Declares support and reason for resolution
- Can lead to Complete Streets policy

Complete Streets Policy

- Includes a vision
- Specifies all users of the street
- Makes specific expectations and encourages street connectivity
- Is adoptable and enforceable
- Directs best design criteria
- Specifies steps for implementation

2. Complete and Maintained Sidewalk Network

Sidewalks are a proven safety strategy that have numerous economic and health benefits. Sidewalks improve access, promote walking, increase safety, and raise property values. In order to increase walking in the City of St. James, sidewalks must become a priority for installation and continued maintenance will need to occur.

Focus Areas:

North: Nearby Northside Elementary School and St. James High School, sidewalks are noticeably missing, incomplete, or unmaintained.

South: Areas near Armstrong Elementary and St. Paul's Lutheran contain an adequate network of sidewalks, but have areas that remain incomplete or need maintenance.

Curb ramps are a significant aspect of making sidewalks accessible to people with disabilities. All sidewalk/curb and gutter (re)construction projects should comply with ADA accessibility.

3. Increase Safety of Intersections and Decrease Speeds

The SRTS team will need to identify intersections and streets that are unsafe. There are a number of solutions to increase the safety of intersections in the neighborhoods and by schools:

- Curb extensions
- Additional signage: radar speed signs, high intensity flashing beacon, stop signs, and traffic signals
- Speed bumps
- Traffic circles
- Road Diets

Focus Area:

10th Avenue North could benefit from including additional safety infrastructure.

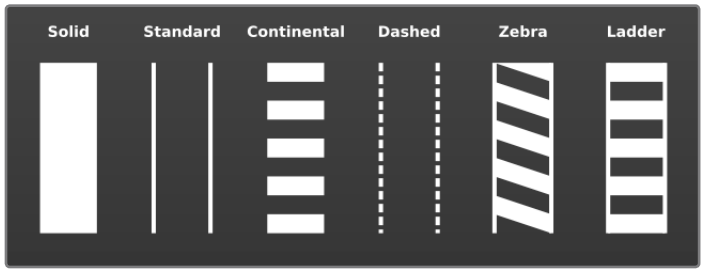
4. Expansion and Enhancements of Trails System

The City of St. James currently has two trails, the St. James City Route Trail and St. James Lake Trail, with the planned development of several additional trails. Communication and collaboration between MnDOT, Watonwan County, and the City of St. James will be required for any expansions or improvements that are made to the trails system. As the city grows, additional trails should connect (especially near schools) and expand on existing trails.

Currently, there is no on street delineation of the St. James City Route Trail/Watonwan County Trails System. Developing on street marking will give instant instructions to all users and will reduce the risk of bicycle and vehicle crashes. Promotion of the current trails system is equally important to this strategy.

5. High-Visibility Crosswalks

High-visibility crosswalks (including: continental, zebra, and ladder striping) are more visible to motorists than a standard parallel-line crosswalks. All intersections surrounding the schools in St. James should consider enhanced, high visible crosswalks.



Focus Area:

Armstrong Elementary School: 3rd Avenue South, 4th Street South, 8th Avenue South, and Armstrong Boulevard South

Northside Elementary School and St. James High School: 10th Avenue North from Park Street North to Armstrong Boulevard

St. Paul's Lutheran School: 9th Street South, 3rd Avenue South, 10th Street South, and 4th Avenue South (including mid-block crossing to South Side Park)

The walking lane along 10th Street should also be painted using high-visibility.

6. Enhance Safety of Railroad Intersections

Crossing railroad tracks (especially at 10th Street South) within the city was seen as a major barrier by the SRTS team, community members, and parents. Both railroad crossings (Armstrong Boulevard and 10th Street South) in St. James will need additional infrastructure to support safe walking and biking.

Examples include:

- Pavement marking
- Updated sidewalk and bump outs
- #9 Replacement of pavement between tracks
- Road diets
- Pedestrian gates and fencing
- An alternative walking trail
- Lighting
- Underground tunnel

7. Street Lighting

Street lighting improves safety by allowing pedestrians and motorists to see each other and feel comfortable navigating throughout the community. It is especially important to provide and maintain lighting at crossings near all school zones. Two-sided lighting along wide streets and along streets adjacent to the school grounds can be helpful in minimizing school vandalism and improving security. Currently, the St. James Light Department is working on prioritizing the replacement of street lighting with LED lighting in walking corridors within school zones.

Education

8. Walk! Bike! Fun! School Curriculum

Walk! Bike! Fun! curriculum is a comprehensive set of activities and lesson plans tailored to school-aged children and used in schools across Minnesota. Assembled by MnDOT, the Bicycle Alliance of Minnesota, and Blue Cross Blue Shield of Minnesota, the curriculum ranges from how to safely cross streets to roadway etiquette, and includes technical lesson plans such as how to fix flat bicycle tires. Upon completing the lessons, students are expected to exhibit smarter and more confident behavior when walking and bicycling. Trainings are held for educational instructors in multiple locations across the state annually.

9. School-Wide Assembly

School assemblies can be an efficient way to educate the student body about the benefits of walking or biking to school. Assemblies typically address both wellness and safety through skits, guests, demonstrations, or other fun and interactive activities.

10. Bike and Walk to School Map

Safe walking and biking routes to school can be promoted by identifying safety features such as the lowest traffic speeds, best separation from traffic, and fewest roadway crossings. It is also suggested that the maps include an inventory of stop signs, traffic signals, crosswalks, trails, crossing guard locations, and hazardous areas that should be avoided. Once the safety components are assembled, the maps can be a tool that students take home to their parents to discuss the best route to school.

11. Safe Walking and Biking Brochure

Creating a safe walking and biking brochure is not only a way to encourage safe behavior, but also informs parents about what their children are learning so that safe habits are also promoted at home. Brochures should promote safe practices and encouragement programs, such as upcoming bike or walk to school days.

12. Educational Messaging Campaign

An educational campaign can be developed in a variety of ways, but most often includes posters, stickers, or yard signs in or around the school to promote a specific behavior, in this case safe walking, bicycling, and driving habits. Campaigns are often an effective way to integrate children or school staff into developing the message. Not limited to safe walking or driving habits, educational messaging campaigns have been used successfully in schools nationwide to promote the Character Counts! Six Pillars of Character, and also for smaller items like bus safety, and parent drop-off and pick-up behavior.

13. Additional Educational Events

Since families are often deciding if their children are walking or biking to school, developing workshops designed to give them the knowledge, resources, and tools to encourage walking or healthier behavior in general can be used to support different behaviors. Bike Rodeos, which can be held during normal school hours or at community events, can be administered by adult volunteers, community education staff at the school, or the local police or fire department; they are intended to be fun and interactive, and typically entail obstacle courses, safety checks, helmet fitting, and rules of the road.

Encouragement

14. Remote Drop Off/Park and Walk

Remote drop-offs allow students that are normally driven to school in a family vehicle to receive the same benefits as those that walk. A predetermined location such as parking lot, library, or city park acts as the meeting area, where students can then safely walk to school. Remote drop-offs have the potential to reduce traffic congestion around a school and encourage physical activity for parents and children.

15. Walking School Bus and Bike Train

A walking school bus or bike train is a group of students walking/biking to school with one or more adults. This program can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school. Typically, walking school buses/bike trains follow the same route every day and pick up children from their homes or designated "bus stops" at specified times. Walking school buses/bike trains normally begin as a one-time, pilot program. If the program is successful, walking school buses can become regular. Walking school buses address parents' safety concerns while providing a chance for students and their families to socialize and be active.

16. Walk and Bike to School Day

Walk and Bike to School Day is an international event that attracts many participants every year. Staging areas can be designated along the route to school where students, parents, and other adults can gather and walk or bike together. These events are often promoted through press releases, newsletters, posters, and/or by teachers. Students often earn incentives for participating in the event and many schools have concluded with a celebration. Ongoing walk and bike to school days could be organized events that are held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest.

17. Walking Incentive Program

Competitions and contests reward and motivate students by tracking the number of times or the distance they walk or bike. Contests can be individual, in the classroom, or school wide. Students and classrooms can compete for certificates, prizes, and/or bragging rights. Inexpensive incentives such as shoelaces, stickers, or class parties can be used as rewards for participation. Another popular example includes a Golden Sneaker Award which is a rotating, trophy that is awarded to the class that walks and bikes to school the most during a specified amount of time.

Enforcement

18. Crossing Guard Programs

There are two types crossing guard programs: student and adult. Student crossing guards can enhance enforcement and drop-off or pick-up procedures on streets directly adjacent to the school grounds. On streets further away from the school, trained adult guards, who are paid or volunteer, have the legal authority to stop traffic and maximize the protection of students crossing the street. Based upon surveys and discussions, the following locations were identified as locations where crossing guards could encourage walking and improve safety:

- **Armstrong Elementary:** 5th Street South/3rd Avenue South, and Armstrong Boulevard South/3rd Avenue South
- **Northside Elementary:** 10th Avenue North/10th Street North, and 10th Avenue North/Armstrong Boulevard North
- **St. Paul's Lutheran:** 4th Avenue South/9th Street South, and 4th Avenue South/10th Street South

19. Reducing Conflicts between Pedestrians and Motorists

With distance, weather, and safety concerns that will prevent students from walking or bicycling year-round, reducing conflicts in the drop-off and pick-up areas is still an important aspect of this plan. St. James Public Schools and St. Paul's Lutheran have both identified strategies to improve current vehicular movements, with a new bus circle at Northside Elementary, pass-through one-way at Armstrong Elementary, and a singular entrance/exit parking lot at St. Paul's School.

Finding new ways to get students in an out in an orderly fashion should be considered to ease the congestion at the schools to better accommodate existing drop-off and pick-up norms. This could include staggering arrival and departure times in groups, or implementing a valet system. In a valet system, students that are to receive rides are not dismissed from the building and typically go a central location like a gymnasium. Parents each have a number, and when they arrive, another parent, school administrator, older student, or volunteer will bring the corresponding student(s) to the curb, and generally help open doors and assist the student with removing the backpack or other items as needed.

20. Police Patrol around School Zones during Arrival and Dismissal Times

The St. James Police Department try to be present during the arrival and dismissal times as traffic increases. With numerous issues that stem from the increased bus, family vehicle, and pedestrian traffic during these times, including poor pedestrian crossing visibility, having a police presence encourages safe driving and walking practices. Continuing with their presence, as well as enforcing the school zone speed limit, is important to the continued compliance of traffic laws from drivers and pedestrians.

Evaluation

21. Parent Surveys and Student Travel Tallies

Continuing to collect student tallies twice a year (fall and spring), and parent surveys once a year, will help assess changes in and track the effectiveness of strategies that have been implemented. If the City of St. James applies for infrastructure funding from the federal or state SRTS programs, student tallies and parents surveys will be required to report and track the use of the infrastructure constructed. The student travel tally and parent surveys are included in the appendix of this plan.

22. Safe Routes to School Coordinator and Safe Routes to School Meetings

In order for the St. James SRTS Plan to be successful, the SRTS team needs to establish a community champion ensure strategies are being implemented, to continue momentum forward, and stir excitement in the program. It is recommended that the SRTS team meets quarterly; however, an interval should be determined that is feasible to all. With successful implementation of strategies, changes in the amount of students walking and biking will occur. These changes, along with any modifications to the vision or goals, should be documented and updated in this plan.

Prioritization

Built from the strategies recommended by Region Nine Development Commission, the St. James SRTS team identified, reviewed, and prioritized strategies to implement immediately. The implementation matrix on page 46 reflects each strategy and the determined prioritization level.

St. James SRTS Implementation Matrix

	Strategy	Target Audience	Prioritization Level	Implementation Time	Project Responsibility	
					Lead	Partner
ENGINEERING						
1	Complete Streets Resolution/Policy	Community	Low	Long	City of St. James	SRTS Team
2	Complete and Maintained Sidewalk Network	Students & Community	High	Long	City of St. James	SRTS Team
3	Increase Safety of Intersections and Decrease Speeds	Community	High	Long	City of St. James	SRTS Team
4	Expansion and Enhancement of Trails System	Community	Medium	Long	City of St. James	SRTS Team
5	High Visibility Crosswalks	Community	High	Medium	City of St. James	SRTS Team
6	Enhance Safety of Railroad Intersections	Community	Medium	Long	City of St. James	SRTS Team
7	Street Lighting	Community	Low	Medium	City of St. James	SRTS Team
EDUCATION						
8	Walk! Bike! Fun! School Curriculum	Students	Low	Medium	Schools	SRTS Team
9	School-wide Assembly	Students	Low	Short	SRTS Team	School
10	Bike and Walk to School Map	Students & Parents	High	Short	SRTS Team	Parents & City of St. James
11	Safe Walking and Biking Brochures	Students & Parents	Medium	Short	SRTS Team	Parents & City of St. James
12	Education Messaging Campaign	Students, Parents & Community	Low	Short	SRTS Team	School
13	Additional Educational Events	Parents	Low	Medium	SRTS Team	School

St. James SRTS Implementation Matrix (con't)

	Strategy	Target Audience	Prioritization Level	Implementation Time	Project Responsibility	
					Lead	Partner
ENCOURAGEMENT						
14	Remote Drop Off	Students & Parents	Low	Long	City of St. James	SRTS Team
15	Walking School Bus and Bike Train	Students & Parents	Low	Long	City of St. James	SRTS Team
16	Walk and Bike to School Day	Students	High	Short	City of St. James	SRTS Team
17	Walking Incentive Program	Students	High	Short	City of St. James	SRTS Team
ENFORCEMENT						
18	Crossing Guard Program	Community	Low	Long	School	Community Groups
19	Reducing Conflicts between Pedestrians and Motorists	Parents	Medium	Long	School	SRTS Team
20	Police Patrol around School Zones during Arrival and Dismissal Times	Members, Retirees	Low	Short	City of St. James	School
EVALUATION						
21	Parent Surveys and Student Tallies	School & MnDOT	*Low	Short	School	SRTS Team
22	Safe Routes to School Coordinator and Safe Routes to School Meetings	Students	*Low	Short	School	City of St. James

**Required to maintain an active Safe Routes to School Program*

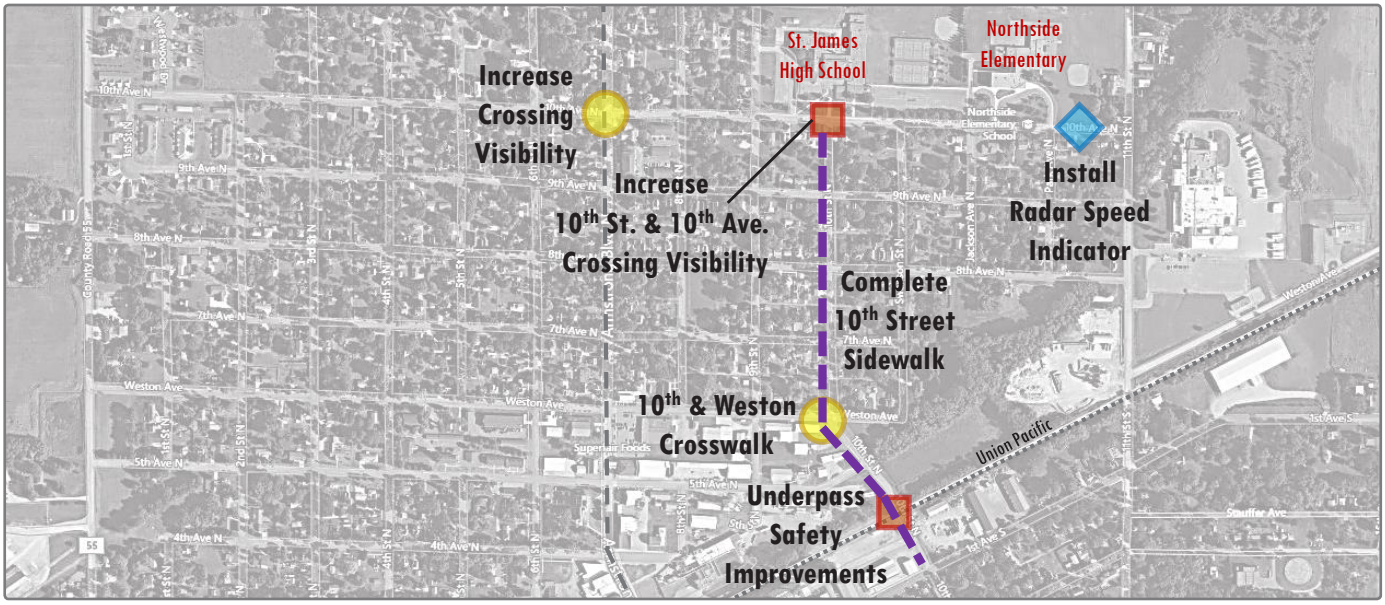
Implementation Time frame - Short (1 Year), Medium (2-4 Years), Long (5+ Years)

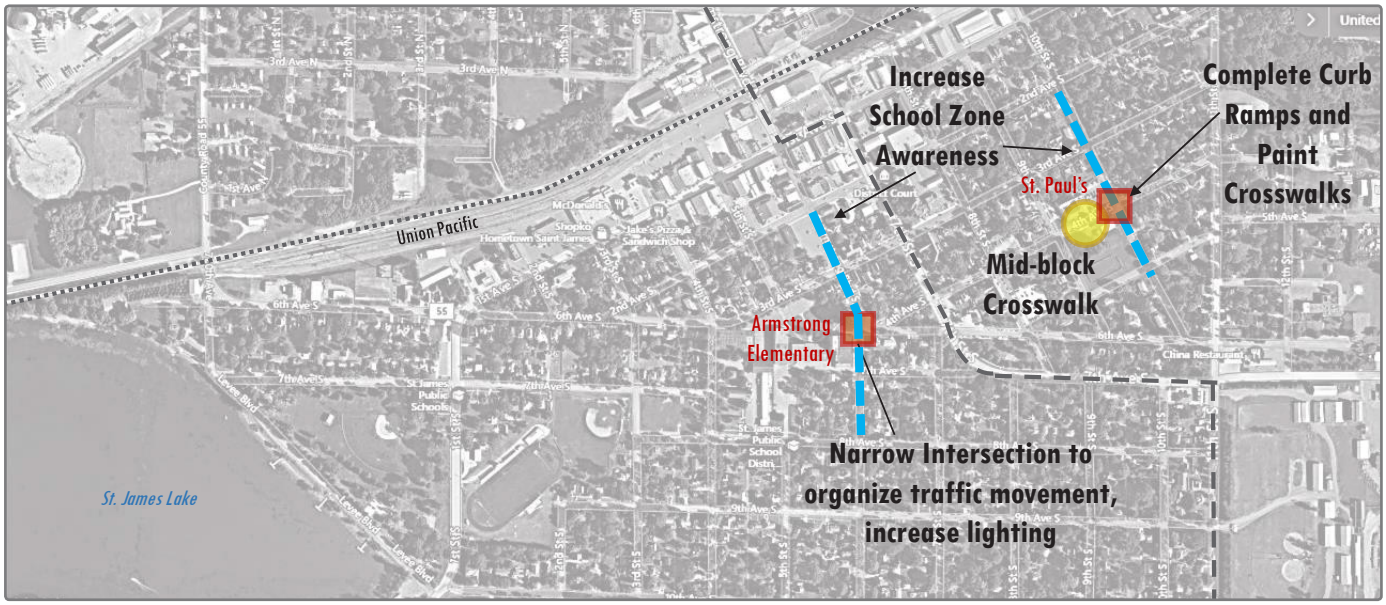
Additional Engineering Concepts:

During the SRTS planning process, specific areas of St. James were noted as barriers. Strategies have been developed to alleviate these concerns and are illustrated in the maps below.

City-Wide Improvements:

With information gathered in parent surveys and through a mapping process with the SRTS team, the following maps contain potential projects to improve the ability of students to walk and bike to school in St. James. Divided into north and south, the two maps identify suggestions that originated in the SRTS input process and range from a potential radar speed sign to recommended sidewalk locations. Based upon feedback, additional detailed maps of specific intersection improvement concepts follow the city-wide maps.

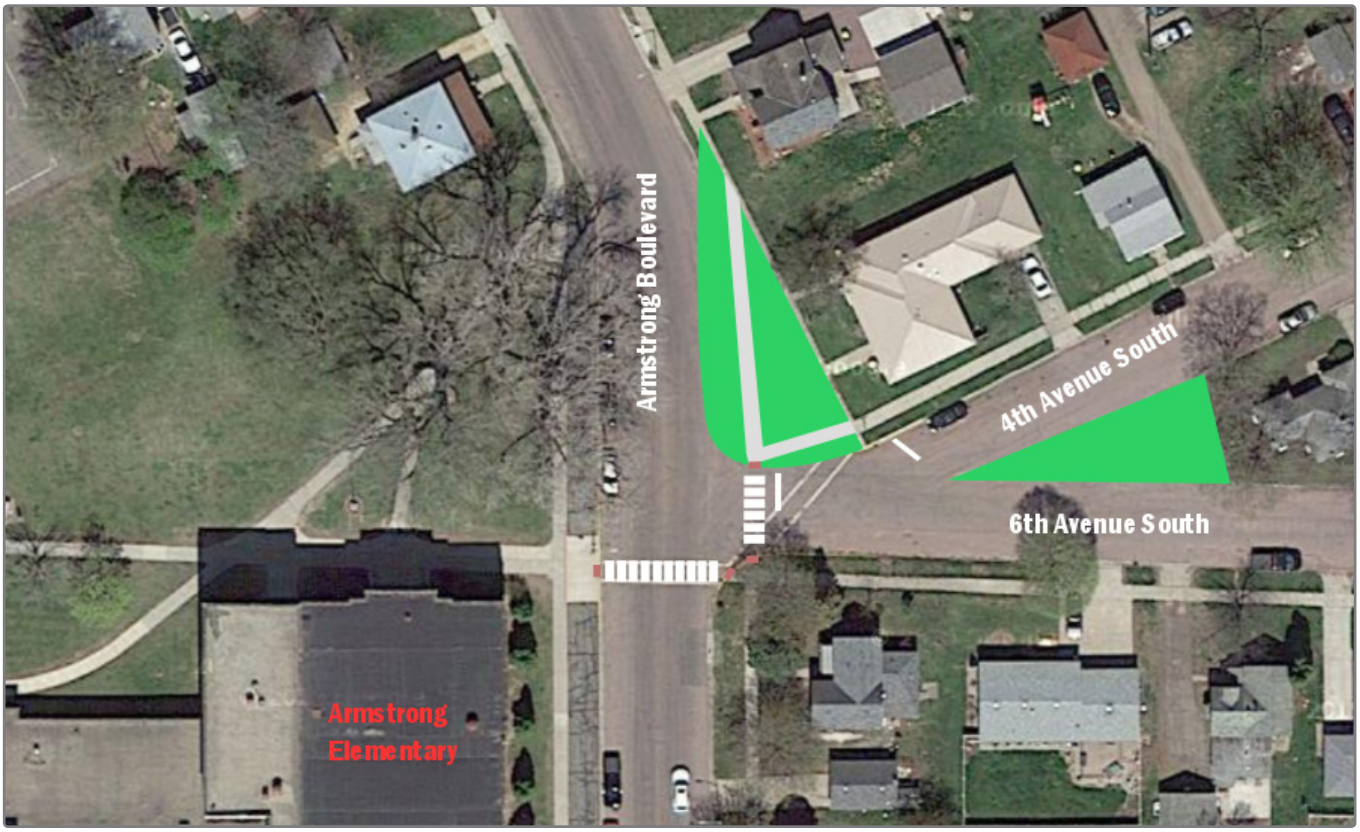




Armstrong Elementary Improvements:

The three-way intersection referenced in Figure 5.1 was identified through the SRTS process as one that was too flexible for traffic movement. Instead of the current configuration with large swaths of unneeded paved surface, the mapped improvement concept calls for reducing the amount of surface area without reducing vehicle mobility and also accommodating the new vehicular exit that is to be built from the north side of the Armstrong Elementary Building (See Figure 5.1). Advantages of implementing this concept include: shorter distances for pedestrians to cross over 4th Avenue South, narrower corners to reduce turning speed, a more predictable flow of traffic, ability to increase direct street lighting, and less pavement to maintain. This could also be an opportunity to implement rain gardens or landscaping to process storm water that is otherwise directly running off the paved surfaces.

Figure 5.1: Armstrong Elementary Improvements



Northside Elementary and St. James High School Improvements:

SRTS participants indicated that the 10th Avenue North crossing just south of the main entrance to the high school is a dangerous area for pedestrians during school arrival and departures due to the increased number of vehicles. A traffic calming measure that could be implemented immediately would be to extend signage and yellow curb paint on both 10th Avenue North and 10th Street North to increase visibility turning. Bump-outs are a popular SRTS infrastructure measure being implemented across the county. By extending the curb into the parking lane of the street, pedestrians have a better vantage point to see oncoming traffic, have less surface to cross, and because of lane width restrictions, vehicles also slow through the intersection and during turns. See Figure 5.2.

Figure 5.2: Northside Elementary and St. James High School Improvements

St. Paul's Lutheran School Improvements:

The St. Paul's Lutheran parking lot was identified as a barrier during the SRTS planning process. Parents enter and exit through the same area, which can cause problems during arrival and dismissal. One way of mitigating this problem, with little cost, is to have on street painted arrows to guide drivers to use the singular entrance and exit appropriately. A more intricate strategy includes extending sidewalks along 4th Avenue South and 10th Street South, with all intersections painted with high visibility. Additional green space could be added as a buffer along these streets to improve curb appeal and safety. See Figure 5.3.

Figure 5.3: St. Paul's Lutheran Improvements

Next Steps

Engineering Implementation

For engineering strategies, the SRTS team needs to coordinate with their respective city and county as both will need to endorse and manage any infrastructure improvements along roadways. The SRTS team should foster a working relationship with both the city street supervisor and county engineer conveying to them the desires of the team when it comes to future roadway projects. If the team is interested in pursuing a standalone SRTS infrastructure project, such as applying for the Transportation Alternatives Program or State SRTS solicitations, it needs to also coordinate with MnDOT and Region Nine Development Commission. Engineering projects take time to plan and coordinate to see the project accomplished.

Non-Engineering Implementation

Non-engineering strategies can be implemented much easier than engineering improvements and do not necessarily need city or county approval. They may require coordination with other organizations and stakeholders to ensure participation and buy-in. For example, walking school buses need volunteer coordination, route identification, and buy-in from parents to allow the program to be successful.

MnDOT has created an implementation form to help identify action steps needed to implement strategies. This form is located in the appendices at the end of this plan. The form allows for brainstorming to identify the needs of a project or program including potential partners, supplies needed, resources, volunteers, and other considerations. Using this form can help to identify barriers or challenges early to allow them to be addressed and overcome. It can also help identify whether the program can be funded internally or if external funds need to be acquired for implementation.

Safe Routes to School Guide

The National Center for SRTS offers an online guide, tools, and best practice examples from other SRTS programs around the country to support the development of SRTS programs. Readers of the online guide can pick and choose specific topics based on their interests and needs, such as guidelines for creating a walking school bus program, tools to create school route maps, and ways to include parents in the SRTS program. The online guide supports SRTS programs by providing a one-stop shop on all aspects of SRTS under each of the *Five E's*.

The online guide can be found at:
http://guide.saferoutesinfo.org/index.cfm

Implementation Resources

Transportation Enhancements Program

The Transportation Enhancements Program (TE) is a federally-funded program through the most recent Federal Transportation Bill. TE replaces the Transportation Alternatives Program (TAP), which is how federal money supports SRTS, community trails, and designated Scenic Byways. Eligible uses are pedestrian and bicycle infrastructure, including trails, sidewalks, bike lanes, crossing facilities, and signage. Currently, TE projects are solicited by MnDOT District Area Transportation Partnerships (ATP) on a yearly basis with announcement of the solicitation in the fall. St. James is located within MnDOT District 7 ATP.

Statewide Health Improvement Program

Statewide Health Improvement Program (SHIP) is a statewide program funded by the Minnesota Department of Health and managed by the local county public health or county health boards. SHIP has funded smaller non-infrastructure projects for SRTS school programs and activities. Solicitations and timelines vary by SHIP group. Interested applicants should contact their county public health departments to receive specific information and timelines.

Faribault, Martin, and Watonwan Counties Statewide Health Improvement Program website: http://shipfmw.blogspot.com/

Minnesota Safe Routes to School Funding

The Minnesota Legislature has funding available for SRTS planning and infrastructure projects. SRTS infrastructure projects are rolled into the statewide capital improvements bonding bill, so the long-term status of the program is not guaranteed. Infrastructure solicitations are typically due in January of each year, but various mini-grants for non-infrastructure projects are occasionally made available from the MnDOT SRTS Office at other times.

Minnesota Safe Routes to School website: http://www.dot.state.mn.us/saferoutes/grants.html

Parks and Trails Legacy Grant Program

This funding source, dedicated for arts, culture, and natural resource projects, was created by state referendum. The Department of Natural Resources (DNR) manages the trails portion of this fund, delivering grants for regionally significant trails and parks. The solicitation for these grants is statewide, making the funding competitive.

Legacy funding website: http://www.legacy.leg.mn/gmrptc

Local Trail Connections Program

This program offers grants to local units of government to promote relatively short trail connections between where people live and desirable locations, not to develop significant new trails. Eligible projects include acquisition and development of trails facilities. Projects must result in a trail linkage that is immediately available for use by the general public. The program is managed by the Minnesota DNR and is solicited on an annual basis in the fall/winter.

DNR Local Connections website: http://www.dnr.state.mn.us/grants/recreation/trails_local.html

Regional Trails Grant Program

Trail projects located outside of the seven county Minneapolis-St. Paul metropolitan area are eligible to apply for Regional Trails Grant Program funding if the project has regional significance. Regional significant trails draw users from not only the community but from the region and state. Trails connecting to a larger network or neighboring community may be considered regionally significant. Counties, cities, and townships are eligible applicants. The DNR manages this program with the solicitation generally in the fall/winter.

Regional Trails website: http://www.dnr.state.mn.us/grants/recreation/trails_regional.html

Federal Recreational Trail Program

The Federal Recreational Trail Program is used for development of motorized, non-motorized, and diversified trails by providing funding assistance. Eligible uses include maintenance/restoration of existing trails, development of trails, and safety education programs related to trail use. Local units of government must be sponsors of the project and are encouraged to coordinate with a local trails organization. The program is managed out of the DNR in the Division of Parks and Trails and is solicited on an annual basis in the fall/winter.

Federal Trails website: http://www.dnr.state.mn.us/grants/recreation/trails_federal.html

Local Funding

The use of local funds is required by nearly all funding sources to match the grants. Local governments and school districts need to consider how a match will be acquired before an application is submitted for infrastructure funding. Some communities implement complex local government financing tools such as local sales tax or bonding for SRTS programs and projects. There are two categories of local funding and budgeting through which to pursue SRTS funding at the local level: capital improvement projects and operating budgets.

Capital Improvement Projects

Capital Improvement Projects (CIPs) are new infrastructure projects implemented using local public funds. These projects are identified through a capital improvement planning process which is tied to the local budget. During the planning process, the local government identifies and prioritizes capital improvements such as new roads and sidewalks, and then allocates funding for construction at least one year before the project is implemented.

Because CIPs may take a couple of years to complete, CIPs tend to have multi-year budgets. However, most CIPs have the capacity to make changes and fund newly identified projects and pressing needs. A local transportation planner or engineer serving on a SRTS team could assist in identifying infrastructure projects and including them in the CIP process.

Operating Budgets

Local operating budgets may provide avenues for non-infrastructure programs and infrastructure maintenance and repair. Transportation budgets may include funding for pedestrian and bicycle programs or school zone improvements. Police or public safety budgets may include funding for traffic law enforcement or school crossing guards. Public school budgets may include opportunities for safety education or walking and biking encouragement programs. Recreation budgets may include funding for after school programs. Including a representative from these departments on a SRTS task force or committee allows complementary sources of funding to be more easily identified.

Most local operating budgets include funding for general maintenance and repair of infrastructure. Depending on the size of the budget, these funds can be used for inexpensive projects such as striping crosswalks or installing sign-age, or more costly projects such as installing curb ramps.

Other Funding Sources

Foundations

There are institutions throughout the country that provide funding to non-profit organizations. The Foundation Center is an excellent source for potential funding sources. Narrow your funding possibilities by first using the geographic region of giving tab. Look under categories for transportation, health, environment, and community building.

Corporations and Businesses

Local corporations and businesses could be a source for SRTS program funding assistance. Businesses may support your program with cash, prizes, event sponsorship, and/or donations such as printing services. It's good to ask your parent leaders where they work; they often can help you get a foot in the door. When contacting a company, ask for information about their community giving programs.

Fundraising

Statistically speaking, individuals give more money than corporations and foundations combined. You can begin a local fund drive by working within your existing network of team leaders, and outreach to the larger community. Many programs have raised funds by holding special events. Use the SRTS theme to attract funding, such as hold a walk-a-thon or biking event. You can also choose more traditional fundraising efforts, such as bake sales, concerts, talent shows, etc. Many PTOs have funds to distribute to school programs and often schools have safety funding. Contact your local parent teacher organization.

Conclusion

The Safe Routes to School Plan for St. James provides the basis for implementing a successful SRTS program. The planning process consisted of setting a vision and goals for the process, collecting and analyzing information, determining barriers and challenges to walking and biking, determining strategies, and creating an action plan to implement the identified strategies.

The plan is a living document, meant to guide the development of SRTS projects and programs. The plan determines strategies to help reach the goals of the plan as well as increase walking and biking throughout the community. As implementation occurs, additional action steps may need to be discussed.

The success of the SRTS program relies on the continued work and commitment of the SRTS team. It is also dependent on the continued evaluation of the effectiveness of the SRTS strategies. Through continued evaluation, the SRTS team can understand the benefits of the SRTS program. With a successful SRTS program, there will be more students walking and biking safely to and from school, developing healthy choices from an early age, and enjoying a new standard of quality of life in the community.

Appendix

ST. JAMES SAFE ROUTES TO SCHOOL KICKOFF MEETING

Data Collection Sheet

NAME _____ POSITION _____

SCHOOL _____

Vision:
Issues/Concerns:
Assets/Strengths:

Tally Sheet

Safe Routes to School Students
Arrival and Departure Tally Sheet

School Name: _____ Teachers Name: _____

Grade: _____

Monday's Date (Week count was conducted): _____

- Please conduct these counts on **two of the following three days: Tuesday, Wednesday, or Thursday. Three days provides better data.**
- Please do not conduct these counts on **Mondays or Fridays.**
- Before asking your students to raise their hands to indicate the one answer that is correct for them, read through all potential answers so they will know what their choices are.
- Ask your students as a group the question: **"How did you arrive at school today?"**
- Read each answer and record the number of students that raised their hands for each.
- Place **one character or number in each box**.
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1: Fill in the Weather conditions and number of students in class each day.

Step 2: Ask students "How did you arrive at school today?"

Step 3: Ask students "How do you plan to leave school today?"

	Weather: S=Sunny R=Rainy O=Overcast Sn=Snow	Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (riding with children from other families)	Other (skateboard, scooter, rollerblades, etc.)	Total
SAMPLE	S	27	4	2	11	7	3	0
Tues AM								
Tues PM								
Wed AM								
Wed PM								
Thurs AM								
Thurs PM								

Student Travel Tally Results

St. Paul's Lutheran							
	Walk	Bike	School Bus	Family Vehicle	Carpool	Other	Student Tally
Arrival	3	0	89	91	0	0	183
Dismissal	1	0	72	109	0	0	183
Armstrong Elementary							
	Walk	Bike	School Bus	Family Vehicle	Carpool	Other	Student Tally
Arrival	7	0	127	129	9	0	272
Dismissal	5	0	189	68	7	2	272
Northside Elementary							
	Walk	Bike	School Bus	Family Vehicle	Carpool	Other	Student Tally
Arrival	70	1	486	431	36	2	1029
Dismissal	86	1	755	176	16	0	1034
St. James High School							
	Walk	Bike	School Bus	Family Vehicle	Carpool	Other	Student Tally
Arrival	50	1	146	202	20	0	419
Dismissal	80	1	155	146	19	0	401
TOTAL							
	Walk	Bike	School Bus	Family Vehicle	Carpool	Other	Student Tally
Arrival	130	2	848	853	65	2	1903
Dismissal	172	2	1171	499	42	2	1890

Parent Survey - English

Survey about Walking and Biking to School

-For Parents-

This survey is also available to fill out online at:
https://www.surveymonkey.com/s/stjamessrts

Dear Parent of Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 – 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with you child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.

These first few questions gather some general and background information.
Remember, all information will be confidential, and no identifying information will be released.

1. **What school does your child attend?** _____
2. **What is the grade of the child who brought home this survey? (K-12)** _____ grade
3. **Is the child who brought home this survey male or female?** ☐ Male ☐ Female
4. **How many children do you have in Kindergarten through 8th grade?** _____ children
5. **What is the street intersection nearest your home?** *(If your family lives outside of St. James, please write "Rural")* _____ **and** _____
6. **How far does your child live from your school?** (*choose one)*

   ☐ Less than ¼ mile (4 blocks)
   ☐ ¼ mile up to ½ mile (4 – 8 blocks)
   ☐ ½ mile up to 1 mile (8-16 blocks)
   ☐ 1 mile up to 2 miles (16 – 32 blocks)
   ☐ Outside of St. James (32+ blocks)
   ☐ Don't know

7. **On most days, how does your child arrive and leave for school?** (*choose one per box*)

Arrive to school:	**Leave from school:**
☐ Walk	☐ Walk
☐ Bike	☐ Bike
☐ School Bus	☐ School Bus
☐ Family Vehicle (only children in your family)	☐ Family vehicle (only children in your family)
☐ Carpool (children from other families)	☐ Carpool (children from other families)
☐ Other (skateboard, scooter, rollerblades, etc.)	☐ Other (skateboard, scooter, rollerblades, etc.)

8. Does your child participate in a before school or after school activity?

☐ Before School Activity ☐ After School Activity ☐ Both ☐ Neither

9. How long does it normally take your child to get to/from school?

Travel Time to School:	**Travel time from School:**
☐ Less than 5 minutes	☐ Less than 5 minutes
☐ 5 – 10 minutes	☐ 5 – 10 minutes
☐ 11 – 20 minutes	☐ 11 -20 minutes
☐ More than 20 minutes	☐ More than 20 minutes
☐ Don't know / Not sure	☐ Don't know / Not sure

10. Has your child asked for permission to walk or bike to/from school within the last year?

☐ Yes **(or)** ☐ No

11. At what grade could your child to walk or bike to/from school without an adult?

_____ Grade **(or)** ☐ I would not feel comfortable at any grade

12. Check the following issues that affect your decision to not allow your child to walk or bike to/from school? (Select all that apply) Then, if your selected concern was addressed, would you allow your child to walk or bike to school. (Please write "Yes" or "No")

☐ My child already walks or bikes to/from school

☐ Railroad tracks ----------> If addressed, would you allow your child to walk/bike? _____

☐ Distance----------> If addressed, would you allow your child to walk/bike? _____

☐ Convenience of driving----------> If addressed, would you allow your child to walk/bike? _____

☐ Time----------> If addressed, would you allow your child to walk/bike? _____

☐ Before/after school activities--> If addressed, would you allow your child to walk/bike? _____

☐ Speed of traffic along route----> If addressed, would you allow your child to walk/bike? _____

☐ Amount of traffic along route--> If addressed, would you allow your child to walk/bike? _____

☐ Lack of adult supervision-------> If addressed, would you allow your child to walk/bike? _____

☐ Sidewalks or pathways----------> If addressed, would you allow your child to walk/bike? _____

☐ Intersections and crossings-----> If addressed, would you allow your child to walk/bike? _____

☐ Lack of crossing guards----------> If addressed, would you allow your child to walk/bike? _____

☐ Violence or crime ----------> If addressed, would you allow your child to walk/bike? _____

☐ Weather or climate ----------> If addressed, would you allow your child to walk/bike? _____

☐ Other _____--> If addressed, would you allow your child to walk/bike? _____

13. **If your child already walks or bikes to school, are there any barriers that concern you? (Select all that apply)**

☐ My child **does not** walk or bike to chool

☐ Railroad tracks

☐ Distance

☐ Convenience of driving

☐ Time

☐ Before/after school activities

☐ Speed of traffic along route

☐ Amount of traffic along route

☐ Adults to walk or bike with

☐ Sidewalks or pathways

☐ Intersections and crossings

☐ Crossing guards

☐ Violence or crime

☐ Weather or climate

☐ Other (Please Specify): _____

14. **In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?** (check one box)

☐ Strongly Encourage ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

15. **In your opinion, how much does the City of St. James and the community encourage or discourage walking and biking to/from school?** (check one box)

☐ Strongly Encourage ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

16. **Overall, how much fun is walking or biking for your child?** (check one box)

☐ Very Fun ☐ Fun ☐ Neutral ☐ Boring ☐ Very Boring ☐ N/A

17. **How healthy is walking or biking for your child?** (check one box)

☐ Very Healthy ☐ Healthy ☐ Neutral ☐ Unhealthy ☐ Very Unhealthy ☐ N/A

18. **Please provide any additional comments below:**

Parent Survey - Spanish

Encuesta acerca caminando o ir en bicicleta a la escuela

-PARA PADRES-

Si desea tomar la encuesta a través del internet, por favor haga clic en el enlace:

https://www.surveymonkey.com/s/stjamessrtsspanish

Estimado Padre o Encargado

La escuela donde su hijo/hija asiste desea saber sus pensamientos acerca de cuando los niños caminan y van en bicicleta a la escuela. Esta encuesta se llevará unos 5 a 10 minutos para completar. En este sentido, pedimos que cada familia complete sólo una encuesta por escuela a la que asisten sus niños. Si recibe más de una encuesta de la misma escuela, por favor complete solo una, la del niño que cumplirá años en la fecha más cercana al día de hoy. Después de completar esta encuesta, devuélvela a la escuela a por medio de su hijo o entréguesela a la maestra. Sus respuestas se mantendrán confidencial y no se asociará su nombre ni el de su hijo a ningún resultado.

¡Gracias por participar en esta encuesta!

1. **Nombre de la escuela:** _____
2. **¿En qué grado está el niño que trajo esta encuesta al hogar? (K-12)** _____ grado
3. **¿El niño que trajo a casa la encuesta es niño o niña?**

   ☐ Niño ☐ Niña
4. **¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado?** _____ niños
5. **¿Cuál es la intersección (calles) más cerca de su casa? (Si su familia vive afuera de la ciudad de St. James, por favor escriba "Rural".)**

   _____**y** _____
6. **¿A qué distancia vive su niño de la escuela?**

   ☐ Menos de ¼ milla (Menos de 4 cuadras)
   ☐ Entre ¼ y ½ milla (4-8 cuadras)
   ☐ Media milla hasta 1 milla (8-16 cuadras)
   ☐ Entre 1 y 2 millas (16-32 cuadras)
   ☐ Afuera de St. James (más de 32 cuadras)
   ☐ No lo sé

7. **La mayoría de los días, ¿cómo llega su niño a la escuela y cómo regresa a la casa después de la escuela?**

Llega a la escuela:	**Regresa a casa:**
☐ Caminado	☐ Caminado
☐ Bicicleta	☐ Bicicleta
☐ Autobús escolar	☐ Autobús escolar
☐ Vehículo de la familia (solo con niños de la familia)	☐ Vehículo de la familia (solo con niños de la familia)
☐ Compartiendo el viaje en auto con niños de otras familias)	☐ Compartiendo el viaje en auto con niños de otras familias)
☐ Otro (patineta, monopatín, patines, etc.)	☐ Otro (patineta, monopatín, patines, etc.)

8. **¿Su hijo participa en actividades antes de la escuela o después de la escuela?**
   ☐ Actividad antes de la escuela ☐ Actividad despues de la escuela ☐ Ambas ☐ Ninguna

9. **¿Cuánto tiempo se toma su niño a ir y venir de la escuela?**

Tiempo del recorrido a la escuela:	**Tiempo del recorrido para llegar a casa:**
☐ Menos de 5 minutos	☐ Menos de 5 minutos
☐ 5 a 10 minutos	☐ 5 a 10 minutos
☐ 11 a 20 minutos	☐ 11 a 20 minutos
☐ Más de 20 minutos	☐ Más de 20 minutos
☐ No lo sé / No estoy seguro/a	☐ No lo sé / No estoy seguro/a

10. **¿En el último año, le ha pedido permiso su hijo para caminar o ir en bicicleta hacia o desde la escuela?**
    ☐ Sí **(o)** ☐ No

11. **¿En qué grado permitiría que su hijo camine o vaya en bicicleta solo a/o de la escuela?**
    _____ Grado **(o)** ☐ Ningún grado

12. **¿Cuáles de las siguientes situaciones afectaron su decisión de no permitir que su niño camine o vaya en bicicleta hacia o desde la escuela?** (marque todas las que correspondan) **Después, dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema mejorara? (**Solamente elija cuestiones que identificó en la pregunta)

☐ Mi hijo ya camina o bicicletas a / de la escuela
☐ Distancia----------> SÍ NO
☐ Vías del tren----------> SÍ NO
☐ Conveniencia de manejar----------> SÍ NO
☐ Tiempo----------> SÍ NO
☐ Actividades antes o después de la escuela----------> SÍ NO
☐ Velocidad del tránsito en la ruta----------> SÍ NO
☐ Cantidad de tránsito----------> SÍ NO
☐ Adultos que acompañen a su niño----------> SÍ NO

☐ Aceras o camino----------> SI NO
☐ Seguridad de las intersecciones y cruces----------> SÍ NO
☐ Guardias de cruce peatonal----------> SÍ NO
☐ Violencia o crimen ----------> SÍ NO
☐ Tiempo o clima ----------> SÍ NO
☐ Otro_____----------> SÍ NO

13. **Si su hijo ya camina o va en bicicleta de la escuela, ¿existen barreras que le preocupan? (marque todas las que correspondan)**

☐ Distancia
☐ Vías del tren
☐ Conveniencia de manejar
☐ Tiempo
☐ Actividades antes o después de la escuela
☐ Velocidad del tránsito en la ruta
☐ Cantidad de tránsito
☐ Adultos que acompañen a su niño
☐ Aceras o camino
☐ Seguridad de las intersecciones y cruces
☐ Guardias de cruce peatonal
☐ Violencia o crimen
☐ Tiempo o clima
☐ Otro_____

14. **En su opinión, ¿cuánto apoyo da la escuela de su hijo para caminar y usar la bicicleta – ida y de vuelta de la escuela?**
☐ Animan Fuertemente ☐ Animan ☐Ni uno ni otro ☐ Desaniman ☐ Desaminan Fuertemente

15. **En su opinión, ¿cuánto apoyo de la ciudad de St. James y la comunidad para caminar y usar la bicicleta – ida y de vuelta de la escuela?**
☐ Animan Fuertemente ☐ Animan ☐Ni uno ni otro ☐ Desaniman ☐ Desaminan Fuertemente

16. **¿Qué tan divertido es caminar o ir en bicicleta para su niño?**
☐Muy Divertido ☐ Divertido ☐Neutral ☐ Aburrido ☐ Muy Aburrido

17. **¿Qué tan sano es caminar o ir en bicicleta para su niño?**
☐ Muy Sano ☐ Sano ☐Neutral ☐ Malsano ☐Muy Malsano

18. **Por favor de indicar comentarios adicionales:**

¡Gracias por participar en esta encuesta!

Armstrong Elementary School Parent Survey Results

Q1 What school does your child attend?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Northside Elementary School	**0.00%**	0
Armstrong Elementary School	**100.00%**	37
St. James High School	**0.00%**	0
St. Paul's Lutheran School	**0.00%**	0
Total		**37**

Q3 Is the child who brought home this survey male or female?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Male	**35.14%**	13
Female	**64.86%**	24
Total		**37**

Q2 What is the grade of the child who brought home this survey? (K-12)

Answered: 37 Skipped: 0

Answer Choices	Responses	
PreK	**0.00%**	0
Kindergarten	**97.30%**	36
First	**0.00%**	0
Second	**0.00%**	0
Third	**0.00%**	0
Fourth	**2.70%**	1
Fifth	**0.00%**	0
Sixth	**0.00%**	0
Seventh	**0.00%**	0
Eighth	**0.00%**	0
Ninth	**0.00%**	0
Tenth	**0.00%**	0
Eleventh	**0.00%**	0
Twelfth	**0.00%**	0
Total		**37**

Q4 How many children do you have in Kindergarten through 8th grade?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Zero	0.00%	0
One	59.46%	22
Two	29.73%	11
Three	10.81%	4
Four	0.00%	0
Five	0.00%	0
Six +	0.00%	0
Total		37

Q5 What is the street intersection nearest your home? (If your family lives outside of St. James, please write “Rural”)

Answered: 37 Skipped: 0

#	Responses	Date
1	Rural	1/21/2016 12:55 PM
2	Armstrong Blvd and 11th Ave	1/19/2016 3:39 PM
3	7th Ave N and 8th St N	1/19/2016 3:37 PM
4	9th St. N and 11th Ave N	1/19/2016 3:34 PM
5	Rural	1/19/2016 3:30 PM
6	Rural	1/19/2016 3:28 PM
7	9th St S and 9th Ave S	1/19/2016 3:25 PM
8	9th Ave N and 8th St N	1/19/2016 3:20 PM
9	12th St. S and 4th Ave S	1/19/2016 3:11 PM
10	4th Ave S and Armstrong	1/19/2016 3:09 PM
11	Armstrong Blvd	1/19/2016 3:07 PM
12	10th St. N and 12th Ave	1/19/2016 3:05 PM
13	7th St. S and 10th Ave	1/19/2016 3:03 PM
14	2nd Avenue and Armstrong	1/19/2016 2:54 PM
15	Armstrong	1/19/2016 2:54 PM
16	N/A	1/19/2016 2:51 PM
17	Left Blank	1/19/2016 2:50 PM
18	10th Ave S and 11th St. S	1/19/2016 2:48 PM
19	Rural	1/19/2016 2:47 PM
20	1 and 2nd	1/19/2016 2:46 PM
21	Weston and 1st St. North	1/19/2016 2:45 PM
22	1st Ave and Armstrong Blvd	1/19/2016 2:42 PM
23	9th Ave N and 9th St N	1/19/2016 2:41 PM
24	2nd St N and 7th Ave N	1/19/2016 2:39 PM
25	2nd Ave and 8th St	1/19/2016 2:37 PM
26	Heckman and Hwy 60	1/19/2016 2:36 PM
27	9th Ave S and 9th St S	1/19/2016 2:34 PM
28	Rural	1/19/2016 2:33 PM
29	Armstrong	1/19/2016 2:31 PM
30	2nd Ave	1/19/2016 2:29 PM
31	Armstrong and 10th Ave S.	1/19/2016 2:28 PM
32	9th St. N and 10th Ave N	1/19/2016 2:25 PM
33	9th Street and 11th Ave	1/19/2016 2:24 PM

34	Left Blank	1/19/2016 2:17 PM
35	Rural	1/19/2016 2:15 PM
36	1137 9th St. N	1/19/2016 2:13 PM
37	8th St. S	1/19/2016 2:09 PM

Q6 How far does your child live from school?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Less than 1/4 mile (Less than 4 blocks)	**29.73%**	11
1/4 mile up to 1/2 mile (4-8 blocks)	**21.62%**	8
1/2 mile up to 1 mile (8-16 blocks)	**10.81%**	4
1 mile up to 2 miles (16-32 blocks)	**24.32%**	9
Outside of St. James (More than 32 blocks)	**10.81%**	4
Do not know	**2.70%**	1
Total		**37**

Q7 On most days, how does your child travel to school?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Walk	**5.41%**	2
Bike	**0.00%**	0
School Bus	**21.62%**	8
TMT	**0.00%**	0
Family Vehicle (Only children in your family)	**72.97%**	27
Carpool (Children from other families)	**0.00%**	0
Other (Skateboard, scooter, inline skates, etc.)	**0.00%**	0
Total		**37**

Q8 On most days, how does your child travel home from school?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Walk	5.41%	2
Bike	0.00%	0
School Bus	59.46%	22
TMT	0.00%	0
Family Vehicle (Only children in your family)	27.03%	10
Carpool (Children from other families)	0.00%	0
Other (Skateboard, scooter, inline skates, etc.)	8.11%	3
Total		37

Q9 Does your child participate in a before school or after school activity?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Before School Activity	2.70%	1
After School Activity	27.03%	10
Both	2.70%	1
Neither	67.57%	25
Total		37

Q10 How long does it normally take your child to get to school?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Less than 5 minutes	56.76%	21
5-10 minutes	18.92%	7
11-20 minutes	10.81%	4
More than 20 minutes	10.81%	4
Don't know/Not sure	2.70%	1
Total		37

Q11 How long does it normally take your child to get home from school?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Less than 5 minutes	**29.73%**	11
5-10 minutes	**16.22%**	6
11-20 minutes	**16.22%**	6
More than 20 minutes	**24.32%**	9
Don't know/Not sure	**13.51%**	5
Total		**37**

Q12 Has your child asked for your permission to walk or bike to/from school in the last year?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Yes	**10.81%**	4
No	**89.19%**	33
Total		**37**

Q13 At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Kindergarten	**0.00%**	0
First	**0.00%**	0
Second	**2.70%**	1
Third	**10.81%**	4
Fourth	**2.70%**	1
Fifth	**16.22%**	6
Sixth	**8.11%**	3
Seventh	**8.11%**	3
Eighth	**10.81%**	4
Ninth	**2.70%**	1
Tenth	**2.70%**	1
Eleventh	**0.00%**	0
Twelfth	**0.00%**	0
No age would I allow my child	**35.14%**	13
Not Sure	**0.00%**	0
Total		**37**

Q14 Check the following issues that affect your decision to not allow your child to walk or bike to/from school? (Select all that apply)

Answered: 33 Skipped: 4

Answer Choices	Responses	
Lack of adult supervision	**60.61%**	20
Amount of traffic along route	**54.55%**	18
Speed of traffic along route	**51.52%**	17
Lack of crossing guards	**51.52%**	17
Weather or climate	**51.52%**	17
Distance	**36.36%**	12
Intersections and crossings	**36.36%**	12
Violence or crime	**27.27%**	9
Railroad tracks	**21.21%**	7
Sidewalks or pathways	**18.18%**	6
Time	**12.12%**	4
Convenience of driving	**9.09%**	3
Before/after school activities	**6.06%**	2
My child already walks or bikes to/from school	**3.03%**	1
Total Respondents: 33		

#	Other (please specify)	Date
1	20 min walk from country to town - my kid won't walk nor ride bike to or from school!	1/21/2016 12:56 PM
2	Too Young	1/19/2016 3:27 PM
3	Age	1/19/2016 3:06 PM
4	Child is too young to be unsupervised via Child Protection Guidelines	1/19/2016 3:04 PM
5	Will not let child go anywhere without adult supervision	1/19/2016 2:56 PM
6	too young	1/19/2016 2:45 PM
7	Bullies	1/19/2016 2:26 PM

Q15 Of the selected concerns, would you allow your child walk or bike to/from school if changed or improved? (Only select issues you identified in Question 14)

Answered: 23 Skipped: 14

	Yes	No	Total Respondents
Railroad Tracks	**14.29%** 1	**85.71%** 6	7
Distance	**50.00%** 4	**50.00%** 4	8
Convenience of driving	**33.33%** 1	**66.67%** 2	3
Time	**0.00%** 0	**100.00%** 4	4
Child's before or after-school activities	**0.00%** 0	**100.00%** 3	3
Speed of traffic along route	**21.43%** 3	**78.57%** 11	14
Amount of traffic along route	**7.69%** 1	**92.31%** 12	13
Adults to walk or bike with	**64.71%** 11	**35.29%** 6	17
Sidewalks or pathways	**50.00%** 3	**50.00%** 3	6
Safety of intersections and crossings	**20.00%** 2	**80.00%** 8	10
Crossing guards	**60.00%** 9	**40.00%** 6	15
Violence or crime	**25.00%** 2	**75.00%** 6	8
Weather or Climate	**38.46%** 5	**61.54%** 8	13
Other (from previous question)	**50.00%** 1	**50.00%** 1	2

Q16 If your child already walks or bikes to school, are there any barriers that concern you? (Select all that apply)

Answered: 37 Skipped: 0

Answer Choices	Responses	
My child does not walk or bike to school.	**94.59%**	35
Other (please specify)	**5.41%**	2
Railroad tracks	**0.00%**	0
Distance	**0.00%**	0
Convenience of driving	**0.00%**	0
Time	**0.00%**	0
Before/after school activities	**0.00%**	0
Speed of traffic along route	**0.00%**	0
Amount of traffic along route	**0.00%**	0
Adults to walk or bike with	**0.00%**	0
Sidewalks or pathways	**0.00%**	0
Intersections and crossings	**0.00%**	0
Crossing guards	**0.00%**	0
Violence or crime	**0.00%**	0
Weather or climate	**0.00%**	0
Total Respondents: 37		

#	Other (please specify)	Date
1	Nothing was listed	1/19/2016 3:10 PM
2	only with an adult parent/guardian	1/19/2016 2:45 PM

Q17 In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

Answered: 36 Skipped: 1

Answer Choices	Responses	
Strongly encourages	2.78%	1
Encourages	11.11%	4
Neither	86.11%	31
Discourages	0.00%	0
Strongly discourages	0.00%	0
Total		36

Q18 In your opinion, how much does the City of St. James and the community encourage or discourage walking and biking to/from school?

Answered: 36 Skipped: 1

Answer Choices	Responses	
Strongly encourages	2.78%	1
Encourages	13.89%	5
Neither	83.33%	30
Discourages	0.00%	0
Strongly discourages	0.00%	0
Total		36

Q19 How much fun is walking or biking for your child?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Very fun	21.62%	8
Fun	37.84%	14
Neutral	21.62%	8
Boring	0.00%	0
Very boring	2.70%	1
N/A	16.22%	6
Total		37

Q20 How healthy is walking or biking for your child?

Answered: 37 Skipped: 0

Answer Choices	Responses	
Very healthy	**62.16%**	23
Healthy	**32.43%**	12
Neutral	**0.00%**	0
Unhealthy	**0.00%**	0
Very Unhealthy	**0.00%**	0
N/A	**5.41%**	2
Total		**37**

Q21 Please provide any additional comments below

Answered: 6 Skipped: 31

#	Responses	Date
1	As a kindergarten parent I would not allow my 5 year old to walk alone.	1/19/2016 3:20 PM
2	We have a kindgergartner that goes to school across town. Even if it was closer, kindergarten is too young to be walking to school w/o an adult, in my opinion. The drop offs combined with excessive traffic in the morning are not an ideal situation.	1/19/2016 3:07 PM
3	I just don't want her walking/biking anywhere alone. There's too many weirdos out and around. I don't think children as young as kindergarten should be out alone.	1/19/2016 2:57 PM
4	La mayor parte del tiempo llego por mis niños a la escuela porque de ahi paso a dejarlos con la persona que me los cuida y eso me queda camino a mi trabajo asi que no me cuesta nada ni pierdo tiempo en hacerlo.	1/19/2016 2:50 PM
5	My reason for not allowing my child to walk/bike is 100% safety.	1/19/2016 2:50 PM
6	I would love to have my kids walk or bike to school but how safe is it really? There are no bike paths to the schools and no decent walking paths - maybe if there were more police patrolling I would feel more comfortable.	1/19/2016 2:20 PM

Northside Elementary School Parent Survey Results

Q1 What school does your child attend?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Northside Elementary School	**100.00%**	119
Armstrong Elementary School	**0.00%**	0
St. James High School	**0.00%**	0
St. Paul's Lutheran School	**0.00%**	0
Total		**119**

Q2 What is the grade of the child who brought home this survey? (K-12)

Answered: 119 Skipped: 0

Answer Choices	Responses	
PreK	**0.84%**	1
Kindergarten	**0.00%**	0
First	**13.45%**	16
Second	**26.05%**	31
Third	**18.49%**	22
Fourth	**24.37%**	29
Fifth	**16.81%**	20
Sixth	**0.00%**	0
Seventh	**0.00%**	0
Eighth	**0.00%**	0
Ninth	**0.00%**	0
Tenth	**0.00%**	0
Eleventh	**0.00%**	0
Twelfth	**0.00%**	0
Total		**119**

Q3 Is the child who brought home this survey male or female?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Male	**46.22%**	55
Female	**53.78%**	64
Total		**119**

Q4 How many children do you have in Kindergarten through 8th grade?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Zero	1.68%	2
One	34.45%	41
Two	37.82%	45
Three	18.49%	22
Four	6.72%	8
Five	0.00%	0
Six +	0.84%	1
Total		119

Q5 What is the street intersection nearest your home? (If your family lives outside of St. James, please write “Rural”)

Answered: 110 Skipped: 9

#	Responses	Date
1	Armstrong N. and Weston Ave N.	1/22/2016 8:42 AM
2	Rural	1/22/2016 8:40 AM
3	Rural	1/22/2016 8:36 AM
4	Rural	1/22/2016 8:34 AM
5	Rural	1/21/2016 1:28 PM
6	Rural	1/21/2016 1:25 PM
7	Rural	1/21/2016 1:24 PM
8	Rural	1/21/2016 1:23 PM
9	10th Ave N.	1/21/2016 1:21 PM
10	11th and 2nd	1/21/2016 1:18 PM
11	Armstrong S. and 10th Ave. S.	1/21/2016 1:15 PM
12	4th S. and 3rd S.	1/21/2016 1:13 PM
13	Armstrong and 10th Ave.	1/21/2016 1:10 PM
14	4th Ave. and 3rd Street	1/21/2016 1:08 PM
15	9th Ave. S. and Armstrong	1/21/2016 1:06 PM
16	Rural	1/21/2016 1:03 PM
17	Rural	1/21/2016 1:00 PM
18	4th St. and 3rd St.	1/21/2016 12:57 PM
19	7th Ave. N. and 8th St. N.	1/21/2016 12:51 PM
20	Rural	1/21/2016 12:49 PM
21	4th St. N and 7th Ave. N.	1/21/2016 12:48 PM
22	6th St. and 11th Ave.	1/21/2016 12:45 PM
23	Rural	1/21/2016 12:43 PM
24	800 4th Ave S.	1/21/2016 12:41 PM
25	10th Ave. S. and 5th St. S.	1/21/2016 12:37 PM
26	8th Ave. N. and 2nd St. N.	1/21/2016 12:34 PM
27	11th	1/21/2016 12:32 PM
28	9th Ave. N. and 8th St. N.	1/21/2016 12:31 PM
29	1137 9th St. N	1/21/2016 12:28 PM
30	2nd Ave S. and 9th St. S.	1/21/2016 12:24 PM
31	6th St. N and 417 6th St. N	1/21/2016 12:22 PM
32	rural	1/21/2016 12:18 PM
33	4th Ave. N.	1/21/2016 12:15 PM

34	rural	1/21/2016 12:14 PM
35	Rural	1/21/2016 12:06 PM
36	10th Ave. S. and Armstrong S.	1/21/2016 12:04 PM
37	Rural	1/21/2016 12:02 PM
38	Rural	1/21/2016 11:59 AM
39	9th St. N. and 10th Ave. N.	1/21/2016 11:54 AM
40	9th St. N and 11th Ave. N.	1/21/2016 11:51 AM
41	10th Ave. and 8th St. N.	1/21/2016 11:49 AM
42	11th and Armstrong	1/21/2016 11:48 AM
43	9th Ave. and 2nd St. N.	1/21/2016 11:46 AM
44	4t Street and 7th street	1/21/2016 11:42 AM
45	9th Ave. N. and Park St. N.	1/21/2016 11:39 AM
46	4 Ave. N. and 4 St. N	1/21/2016 11:29 AM
47	Rural	1/21/2016 11:26 AM
48	800 4th Ave. S.	1/21/2016 11:21 AM
49	730th Ave. and 10th St. S.	1/21/2016 11:20 AM
50	Rural	1/21/2016 11:16 AM
51	9th Ave N. and Jackson St.	1/21/2016 11:11 AM
52	Rural	1/21/2016 11:02 AM
53	Armstrong	1/21/2016 11:00 AM
54	2nd Ave. S. and 6th Ave S.	1/21/2016 10:58 AM
55	Armstrong	1/21/2016 10:56 AM
56	Rural	1/21/2016 10:50 AM
57	4th Ave. and Armstrong Blvd.	1/21/2016 10:46 AM
58	420th and 720th Rural	1/21/2016 10:28 AM
59	420th and 720th Rural	1/21/2016 10:21 AM
60	3rd Ave S.	1/21/2016 10:19 AM
61	1st Ave. So. and 11th	1/21/2016 10:05 AM
62	9th St. and Elton Ave.	1/21/2016 10:01 AM
63	Armstrong	1/21/2016 9:47 AM
64	Rural	1/20/2016 2:15 PM
65	4th St S and 9th Ave S	1/20/2016 2:13 PM
66	1st St N and 8th Ave N	1/20/2016 2:12 PM
67	Rural	1/20/2016 2:11 PM
68	Armstrong and 10th Ave	1/20/2016 2:09 PM
69	Left Blank	1/20/2016 2:08 PM
70	Armstrong and 10th	1/20/2016 2:06 PM
71	Rural	1/20/2016 2:05 PM
72	Rural	1/20/2016 2:03 PM
73	8th St and 8th Ave N	1/20/2016 2:01 PM
74	Rural	1/20/2016 2:00 PM

75	Armstrong	1/20/2016 1:59 PM
76	Rural	1/20/2016 1:58 PM
77	Rural	1/20/2016 1:57 PM
78	3td Ave N and CR 55	1/20/2016 1:44 PM
79	Rural	1/20/2016 1:43 PM
80	Rural	1/20/2016 1:42 PM
81	6th ave S and 10th St S	1/20/2016 1:40 PM
82	6th Ave S	1/20/2016 1:39 PM
83	6th Ave S	1/20/2016 1:37 PM
84	6th Ave S	1/20/2016 1:34 PM
85	3rd and 4th	1/20/2016 1:33 PM
86	9th Ave N and 9th St N	1/20/2016 1:30 PM
87	Rural	1/20/2016 1:24 PM
88	5th St S and 8th Ave S	1/20/2016 1:23 PM
89	Rural	1/20/2016 1:22 PM
90	Rural	1/20/2016 1:21 PM
91	Left Blank	1/20/2016 1:19 PM
92	1st Ave S.	1/20/2016 1:18 PM
93	12th St S and 4th Ave S	1/20/2016 1:16 PM
94	10th Ave S and 9th St S	1/20/2016 1:15 PM
95	10th Ave and 7th St. S	1/20/2016 1:13 PM
96	Rural	1/20/2016 1:11 PM
97	3rd St N and 7th Ave	1/20/2016 1:10 PM
98	10th Ave S and 9th St. S	1/20/2016 1:08 PM
99	10th Street North and 7th Avenue North	1/19/2016 2:04 PM
100	N/A	1/19/2016 2:02 PM
101	N/A	1/19/2016 1:59 PM
102	11th Street South and 6th Avenue South	1/19/2016 1:55 PM
103	8th Avenue and 10th Street	1/19/2016 1:48 PM
104	Armstrong and 1st Avenue South	1/19/2016 1:46 PM
105	4TH ST S & 6TH AVE S	12/9/2015 6:45 PM
106	4TH ST & 6TH AVE	12/9/2015 6:39 PM
107	4TH ST & 6TH AVE	12/9/2015 6:31 PM
108	Rural	12/9/2015 6:06 PM
109	Rural bussing...Sunset Drive	12/7/2015 8:51 AM
110	Weston and 3rd St. N.	12/6/2015 6:09 PM

Q6 How far does your child live from school?

Answered: 118 Skipped: 1

Answer Choices	Responses	
Less than 1/4 mile (Less than 4 blocks)	**12.71%**	15
1/4 mile up to 1/2 mile (4-8 blocks)	**10.17%**	12
1/2 mile up to 1 mile (8-16 blocks)	**24.58%**	29
1 mile up to 2 miles (16-32 blocks)	**16.95%**	20
Outside of St. James (More than 32 blocks)	**31.36%**	37
Do not know	**4.24%**	5
Total		**118**

Q7 On most days, how does your child travel to school?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Walk	**5.88%**	7
Bike	**0.84%**	1
School Bus	**57.14%**	68
TMT	**0.00%**	0
Family Vehicle (Only children in your family)	**35.29%**	42
Carpool (Children from other families)	**0.84%**	1
Other (Skateboard, scooter, inline skates, etc.)	**0.00%**	0
Total		**119**

Q8 On most days, how does your child travel home from school?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Walk	**4.20%**	5
Bike	**0.84%**	1
School Bus	**81.51%**	97
TMT	**0.00%**	0
Family Vehicle (Only children in your family)	**12.61%**	15
Carpool (Children from other families)	**0.84%**	1
Other (Skateboard, scooter, inline skates, etc.)	**0.00%**	0
Total		**119**

Q9 Does your child participate in a before school or after school activity?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Before School Activity	**0.00%**	0
After School Activity	**27.73%**	33
Both	**0.00%**	0
Neither	**72.27%**	86
Total		**119**

Q10 How long does it normally take your child to get to school?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Less than 5 minutes	**28.57%**	34
5-10 minutes	**31.09%**	37
11-20 minutes	**15.97%**	19
More than 20 minutes	**16.81%**	20
Don't know/Not sure	**7.56%**	9
Total		**119**

Q11 How long does it normally take your child to get home from school?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Less than 5 minutes	**18.49%**	22
5-10 minutes	**24.37%**	29
11-20 minutes	**26.05%**	31
More than 20 minutes	**22.69%**	27
Don't know/Not sure	**8.40%**	10
Total		**119**

Q12 Has your child asked for your permission to walk or bike to/from school in the last year?

Answered: 115 Skipped: 4

Answer Choices	Responses	
Yes	**29.57%**	34
No	**70.43%**	81
Total		**115**

Q13 At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 119 Skipped: 0

Answer Choices	Responses	
Kindergarten	**1.68%**	2
First	**0.84%**	1
Second	**3.36%**	4
Third	**9.24%**	11
Fourth	**7.56%**	9
Fifth	**8.40%**	10
Sixth	**10.92%**	13
Seventh	**6.72%**	8
Eighth	**4.20%**	5
Ninth	**2.52%**	3
Tenth	**0.00%**	0
Eleventh	**0.84%**	1
Twelfth	**0.00%**	0
No age would I allow my child	**33.61%**	40
Not Sure	**10.08%**	12
Total		**119**

Q14 Check the following issues that affect your decision to not allow your child to walk or bike to/from school? (Select all that apply)

Answered: 102 Skipped: 17

Answer Choices	Responses	
Distance	60.78%	62
Weather or climate	57.84%	59
Speed of traffic along route	54.90%	56
Amount of traffic along route	54.90%	56
Lack of adult supervision	50.98%	52
Intersections and crossings	50.98%	52
Sidewalks or pathways	38.24%	39
Lack of crossing guards	37.25%	38
Railroad tracks	33.33%	34
Time	33.33%	34
Violence or crime	25.49%	26
Before/after school activities	19.61%	20
Convenience of driving	18.63%	19
My child already walks or bikes to/from school	13.73%	14
Total Respondents: 102		

#	Other (please specify)	Date
1	Drive to town from the country- no way my chil will be walking/riding bike to or from school	1/21/2016 1:24 PM
2	Child has Autism	1/21/2016 1:12 PM
3	Pedophiles	1/20/2016 1:55 PM
4	Age- too young	1/20/2016 1:40 PM
5	Age - too young	1/20/2016 1:38 PM
6	Age - too young	1/20/2016 1:36 PM
7	Age	1/19/2016 2:06 PM

Q15 Of the selected concerns, would you allow your child walk or bike to/from school if changed or improved? (Only select issues you identified in Question 14)

Answered: 53 Skipped: 66

	Yes	No	Total Respondents
Railroad Tracks	**26.67%** 8	**73.33%** 22	30
Distance	**24.24%** 8	**75.76%** 25	33
Convenience of driving	**29.41%** 5	**70.59%** 12	17
Time	**37.50%** 9	**62.50%** 15	24
Child's before or after-school activities	**33.33%** 6	**66.67%** 12	18
Speed of traffic along route	**36.11%** 13	**66.67%** 24	36
Amount of traffic along route	**37.84%** 14	**62.16%** 23	37
Adults to walk or bike with	**48.39%** 15	**51.61%** 16	31
Sidewalks or pathways	**64.29%** 18	**35.71%** 10	28
Safety of intersections and crossings	**40.00%** 14	**60.00%** 21	35
Crossing guards	**53.85%** 14	**46.15%** 12	26
Violence or crime	**33.33%** 6	**66.67%** 12	18
Weather or Climate	**31.03%** 9	**68.97%** 20	29
Other (from previous question)	**36.36%** 4	**63.64%** 7	11

Q16 If your child already walks or bikes to school, are there any barriers that concern you? (Select all that apply)

Answered: 104 Skipped: 15

Answer Choices	Responses	
My child does not walk or bike to school.	84.62%	88
Weather or climate	10.58%	11
Speed of traffic along route	8.65%	9
Amount of traffic along route	8.65%	9
Intersections and crossings	6.73%	7
Crossing guards	5.77%	6
Distance	4.81%	5
Sidewalks or pathways	4.81%	5
Violence or crime	4.81%	5
Railroad tracks	3.85%	4
Before/after school activities	3.85%	4
Adults to walk or bike with	3.85%	4
Convenience of driving	2.88%	3
Time	2.88%	3
Other (please specify)	0.96%	1
Total Respondents: 104		

#	Other (please specify)	Date
1	In summer may be sometimes walks or bikes	1/21/2016 12:59 PM

Q17 In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

Answered: 105 Skipped: 14

Answer Choices	Responses	
Strongly encourages	2.86%	3
Encourages	4.76%	5
Neither	81.90%	86
Discourages	2.86%	3
Strongly discourages	7.62%	8
Total		105

Q18 In your opinion, how much does the City of St. James and the community encourage or discourage walking and biking to/from school?

Answered: 106 Skipped: 13

Answer Choices	Responses	
Strongly encourages	0.00%	0
Encourages	10.38%	11
Neither	79.25%	84
Discourages	5.66%	6
Strongly discourages	4.72%	5
Total		106

Q19 How much fun is walking or biking for your child?

Answered: 111 Skipped: 8

Answer Choices	Responses	
Very fun	22.52%	25
Fun	36.94%	41
Neutral	22.52%	25
Boring	2.70%	3
Very boring	2.70%	3
N/A	12.61%	14
Total		111

Q20 How healthy is walking or biking for your child?

Answered: 111 Skipped: 8

Answer Choices	Responses	
Very healthy	**49.55%**	55
Healthy	**35.14%**	39
Neutral	**10.81%**	12
Unhealthy	**0.90%**	1
Very Unhealthy	**1.80%**	2
N/A	**1.80%**	2
Total		**111**

Q21 Please provide any additional comments below

Answered: 20 Skipped: 99

#	Responses	Date
1	None at this time	1/21/2016 1:12 PM
2	We don't live in St. James if we lived close to the school they would be allowed to bike or walk	1/21/2016 12:50 PM
3	We need more supervision on school premises because there are kids that walk or run through cars at pick up time and there is no one to watch that. Also there should be more crossing guards at every bus stop or even when near school.	1/21/2016 12:40 PM
4	In our opinion; more town kids should be walking or biking to school, both for health reasons and cost savings to school	1/21/2016 12:07 PM
5	Of course walking or biking is fun and healthy, just not safe on our route	1/21/2016 11:53 AM
6	I would rather my children ride a bus to school because I do not trust them walking on their own	1/21/2016 11:41 AM
7	My child very young to walk alone	1/21/2016 11:23 AM
8	Is it safe for any child to walk to school?	1/21/2016 11:09 AM
9	It's Minnesota walking or biking in the winter is not possible	1/21/2016 11:07 AM
10	Don't think it is safe for any young child to walk or bike to school	1/21/2016 11:04 AM
11	My child only walks from the HS to NS so therefore we don't have as many concerns	1/20/2016 2:16 PM
12	Child likes biking more than walking	1/20/2016 2:11 PM
13	My child only walks from HS to NS so I don't have as many concerns	1/20/2016 2:04 PM
14	There are many cars that speed and never stop for children on 10th Ave. I would not allow my children to walk without adult supervision at intersections along route to the school.	1/20/2016 2:03 PM
15	We live in the country - never even thought about issues about walking/biking to school.	1/20/2016 1:57 PM
16	Although being active and walking is healthy, I do not trust people. I will not take the chance of something happening to my children.	1/20/2016 1:56 PM
17	Bike paths help everyone	1/20/2016 1:28 PM
18	Para mi creo que es muy peligroso que mi hija vaya sola a la escuela porque afuera de la escuela hay mucha droga que les andan ofreciendo y nadie hace nada al respecto deberian de poner mas atencion, porque donde quiera se miran niños pequeños ya drogandose?	1/19/2016 2:45 PM
19	It would be nice if they had adults to help the kids cross the streets specially at the end of the school day cause I seen people that don't respect the sign stops.	1/19/2016 2:02 PM
20	Deberian poner personas que cuiden los cruces de caminos y las vias del tren en hrs de entrada y salida de escuela. Tambien personas que reciban los niños en la entrada. Los policias podrian ayudar.	1/19/2016 1:59 PM

St. James High School School Parent Survey Results

Q1 What school does your child attend?

Answered: 40 Skipped: 0

Answer Choices	Responses	
Northside Elementary School	0.00%	0
Armstrong Elementary School	0.00%	0
St. James High School	100.00%	40
St. Paul's Lutheran School	0.00%	0
Total		40

Q2 What is the grade of the child who brought home this survey? (K-12)

Answered: 38 Skipped: 2

Answer Choices	Responses	
PreK	0.00%	0
Kindergarten	0.00%	0
First	0.00%	0
Second	2.63%	1
Third	0.00%	0
Fourth	0.00%	0
Fifth	0.00%	0
Sixth	23.68%	9
Seventh	18.42%	7
Eighth	13.16%	5
Ninth	10.53%	4
Tenth	7.89%	3
Eleventh	15.79%	6
Twelfth	7.89%	3
Total		38

Q3 Is the child who brought home this survey male or female?

Answered: 39 Skipped: 1

Answer Choices	Responses	
Male	**48.72%**	19
Female	**51.28%**	20
Total		**39**

Q4 How many children do you have in Kindergarten through 8th grade?

Answered: 38 Skipped: 2

Answer Choices	Responses	
Zero	**28.95%**	11
One	**34.21%**	13
Two	**26.32%**	10
Three	**7.89%**	3
Four	**2.63%**	1
Five	**0.00%**	0
Six +	**0.00%**	0
Total		**38**

Q5 What is the street intersection nearest your home? (If your family lives outside of St. James, please write “Rural”)

Answered: 35 Skipped: 5

#	Responses	Date
1	8th St. N. and 11th Ave.	2/9/2016 10:55 AM
2	4th Street North and 10th Street North	1/27/2016 3:24 PM
3	9th and 10th	1/27/2016 3:23 PM
4	11th Street South and 6th Avenue South	1/27/2016 3:20 PM
5	1st Avenue South and 9th Avenue South	1/27/2016 3:19 PM
6	Armstrong	1/27/2016 3:16 PM
7	Rural	1/27/2016 3:15 PM
8	6th Street North and 10th Avenue North	1/27/2016 3:14 PM
9	2nd Avenue and 11th Street	1/27/2016 3:13 PM
10	10th Avenue North and 5th Street North	1/27/2016 3:11 PM
11	Rural	1/27/2016 3:10 PM
12	Rural	1/27/2016 3:08 PM
13	Rural	1/27/2016 3:07 PM
14	9th Street South and 10th Avenue South	1/27/2016 3:06 PM
15	4th and 7th Avenue South	1/27/2016 3:05 PM
16	Rural	1/27/2016 3:01 PM
17	4th Avenue and 4th Street	1/27/2016 3:00 PM
18	Armstrong Blvd S. and 10th Avenue South	1/27/2016 2:59 PM
19	Weston and 3rd Street North	1/27/2016 2:58 PM
20	Rural	1/27/2016 2:57 PM
21	Rural	1/27/2016 2:55 PM
22	Rural	1/27/2016 2:54 PM
23	8th Avenue and Swanson Street	1/27/2016 2:52 PM
24	Rural	1/27/2016 2:49 PM
25	10th Avenue North and 8th Street North	1/27/2016 2:48 PM
26	10th Street and 11th Avenue	1/27/2016 2:46 PM
27	5th Street North and 10th Avenue North	1/27/2016 2:45 PM
28	2nd Avenue South and 11 St. South	1/27/2016 2:44 PM
29	Armstrong and 8th Avenue North	1/27/2016 2:42 PM
30	County Road 8 and Highway 4	1/27/2016 2:41 PM
31	Rural	1/27/2016 2:39 PM
32	10th Avenue and 5th Street South	1/27/2016 2:37 PM
33	County Road 55	1/27/2016 2:35 PM
34	4th Avenue and 10th Street South	1/27/2016 2:30 PM
35	Rural	1/21/2016 10:33 AM

Q6 How far does your child live from school?

Answered: 40 Skipped: 0

Answer Choices	Responses	
Less than 1/4 mile (Less than 4 blocks)	20.00%	8
1/4 mile up to 1/2 mile (4-8 blocks)	20.00%	8
1/2 mile up to 1 mile (8-16 blocks)	12.50%	5
1 mile up to 2 miles (16-32 blocks)	20.00%	8
Outside of St. James (More than 32 blocks)	27.50%	11
Do not know	0.00%	0
Total		**40**

Q7 On most days, how does your child travel to school?

Answered: 40 Skipped: 0

Answer Choices	Responses	
Walk	10.00%	4
Bike	0.00%	0
School Bus	35.00%	14
TMT	0.00%	0
Family Vehicle (Only children in your family)	47.50%	19
Carpool (Children from other families)	5.00%	2
Other (Skateboard, scooter, inline skates, etc.)	2.50%	1
Total		**40**

Q8 On most days, how does your child travel home from school?

Answered: 40 Skipped: 0

Answer Choices	Responses	
Walk	17.50%	7
Bike	0.00%	0
School Bus	37.50%	15
TMT	0.00%	0
Family Vehicle (Only children in your family)	37.50%	15
Carpool (Children from other families)	5.00%	2
Other (Skateboard, scooter, inline skates, etc.)	2.50%	1
Total		**40**

Q9 Does your child participate in a before school or after school activity?

Answered: 37 Skipped: 3

Answer Choices	Responses	
Before School Activity	2.70%	1
After School Activity	43.24%	16
Both	35.14%	13
Neither	18.92%	7
Total		37

Q10 How long does it normally take your child to get to school?

Answered: 38 Skipped: 2

Answer Choices	Responses	
Less than 5 minutes	28.95%	11
5-10 minutes	36.84%	14
11-20 minutes	21.05%	8
More than 20 minutes	13.16%	5
Don't know/Not sure	0.00%	0
Total		38

Q11 How long does it normally take your child to get home from school?

Answered: 37 Skipped: 3

Answer Choices	Responses	
Less than 5 minutes	24.32%	9
5-10 minutes	32.43%	12
11-20 minutes	24.32%	9
More than 20 minutes	16.22%	6
Don't know/Not sure	2.70%	1
Total		37

Q12 Has your child asked for your permission to walk or bike to/from school in the last year?

Answered: 39 Skipped: 1

Answer Choices	Responses	
Yes	33.33%	13
No	66.67%	26
Total		39

Q13 At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 31 Skipped: 9

Answer Choices	Responses	
Kindergarten	0.00%	0
First	0.00%	0
Second	0.00%	0
Third	6.45%	2
Fourth	6.45%	2
Fifth	16.13%	5
Sixth	19.35%	6
Seventh	9.68%	3
Eighth	3.23%	1
Ninth	0.00%	0
Tenth	3.23%	1
Eleventh	3.23%	1
Twelfth	0.00%	0
No age would I allow my child	25.81%	8
Not Sure	6.45%	2
Total		31

Q14 Check the following issues that affect your decision to not allow your child to walk or bike to/from school? (Select all that apply)

Answered: 25 Skipped: 15

Answer Choices	Responses	
My child already walks or bikes to/from school	32.00%	8
Weather or climate	32.00%	8
Distance	28.00%	7
Amount of traffic along route	28.00%	7
Speed of traffic along route	24.00%	6
Sidewalks or pathways	24.00%	6
Intersections and crossings	20.00%	5
Time	16.00%	4
Before/after school activities	16.00%	4
Lack of crossing guards	16.00%	4
Railroad tracks	12.00%	3
Convenience of driving	12.00%	3
Lack of adult supervision	12.00%	3
Violence or crime	8.00%	2
Total Respondents: 25		

#	Other (please specify)	Date
1	Armstrong Blvd.	1/27/2016 3:26 PM

Q15 Of the selected concerns, would you allow your child walk or bike to/from school if changed or improved? (Only select issues you identified in Question 14)

Answered: 8 Skipped: 32

	Yes	No	Total Respondents
Railroad Tracks	**100.00%** 2	**0.00%** 0	2
Distance	**50.00%** 1	**50.00%** 1	2
Convenience of driving	**100.00%** 1	**0.00%** 0	1
Time	**0.00%** 0	**0.00%** 0	0
Child's before or after-school activities	**0.00%** 0	**100.00%** 2	2
Speed of traffic along route	**100.00%** 3	**0.00%** 0	3
Amount of traffic along route	**100.00%** 3	**0.00%** 0	3
Adults to walk or bike with	**0.00%** 0	**100.00%** 1	1
Sidewalks or pathways	**100.00%** 4	**0.00%** 0	4
Safety of intersections and crossings	**100.00%** 3	**0.00%** 0	3
Crossing guards	**66.67%** 2	**33.33%** 1	3
Violence or crime	**100.00%** 2	**0.00%** 0	2
Weather or Climate	**66.67%** 2	**33.33%** 1	3
Other (from previous question)	**0.00%** 0	**0.00%** 0	0

Q16 If your child already walks or bikes to school, are there any barriers that concern you? (Select all that apply)

Answered: 21 Skipped: 19

Answer Choices	Responses	
My child does not walk or bike to school.	**71.43%**	15
Amount of traffic along route	**14.29%**	3
Weather or climate	**14.29%**	3
Speed of traffic along route	**9.52%**	2
Sidewalks or pathways	**9.52%**	2
Intersections and crossings	**9.52%**	2
Before/after school activities	**4.76%**	1
Crossing guards	**4.76%**	1
Violence or crime	**4.76%**	1
Other (please specify)	**4.76%**	1
Railroad tracks	**0.00%**	0
Distance	**0.00%**	0
Convenience of driving	**0.00%**	0
Time	**0.00%**	0
Adults to walk or bike with	**0.00%**	0
Total Respondents: 21		

#	Other (please specify)	Date
1	None	1/27/2016 2:53 PM

Q17 In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

Answered: 36 Skipped: 4

Answer Choices	Responses	
Strongly encourages	2.78%	1
Encourages	11.11%	4
Neither	83.33%	30
Discourages	0.00%	0
Strongly discourages	2.78%	1
Total		36

Q18 In your opinion, how much does the City of St. James and the community encourage or discourage walking and biking to/from school?

Answered: 36 Skipped: 4

Answer Choices	Responses	
Strongly encourages	2.78%	1
Encourages	11.11%	4
Neither	80.56%	29
Discourages	2.78%	1
Strongly discourages	2.78%	1
Total		36

Q19 How much fun is walking or biking for your child?

Answered: 35 Skipped: 5

Answer Choices	Responses	
Very fun	14.29%	5
Fun	22.86%	8
Neutral	40.00%	14
Boring	8.57%	3
Very boring	0.00%	0
N/A	14.29%	5
Total		35

Q20 How healthy is walking or biking for your child?

Answered: 35 Skipped: 5

Answer Choices	Responses	
Very healthy	**42.86%**	15
Healthy	**40.00%**	14
Neutral	**14.29%**	5
Unhealthy	**0.00%**	0
Very Unhealthy	**0.00%**	0
N/A	**2.86%**	1
T		

Q21 Please provide any additional comments below

Answered: 6 Skipped: 34

#	Responses	Date
1	Even though biking/walking is healthy I see problems for families with young children; not enough time/too early to leave to get to school in morning; winter and rainy weather is a problem for walkers; many parents don't have the time to walk their children to school as they have jobs they need to get to.	2/9/2016 10:57 AM
2	Too many kids do not watch for cars - they cross anywhere and run in front of on-coming traffic	1/27/2016 3:26 PM
3	If addressing speed and traffic on Armstrong Blvd., I would be more willing to allow my kids to walk to school.	1/27/2016 3:12 PM
4	I don't like St. James nor do I feel its a safe town. Rather not have my child go to St. James at all.	1/27/2016 3:09 PM
5	Pienso que esta muy chico para andar en bicicleta a la escuela.	1/27/2016 3:04 PM
6	When we move back into town she will walk to school.	1/27/2016 2:42 PM

St. Paul's Lutheran School Parent Survey Results

Q1 What school does your child attend?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Northside Elementary School	0.00%	0
Armstrong Elementary School	0.00%	0
St. James High School	0.00%	0
St. Paul's Lutheran School	100.00%	24
Total		24

Q2 What is the grade of the child who brought home this survey? (K-12)

Answered: 20 Skipped: 4

Answer Choices	Responses	
PreK	5.00%	1
Kindergarten	20.00%	4
First	10.00%	2
Second	10.00%	2
Third	20.00%	4
Fourth	0.00%	0
Fifth	15.00%	3
Sixth	0.00%	0
Seventh	0.00%	0
Eighth	20.00%	4
Ninth	0.00%	0
Tenth	0.00%	0
Eleventh	0.00%	0
Twelfth	0.00%	0
Total		20

Q3 Is the child who brought home this survey male or female?

Answered: 22 Skipped: 2

Answer Choices	Responses	
Male	45.45%	10
Female	54.55%	12
Total		22

Q4 How many children do you have in Kindergarten through 8th grade?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Zero	12.50%	3
One	33.33%	8
Two	29.17%	7
Three	12.50%	3
Four	8.33%	2
Five	4.17%	1
Six +	0.00%	0
Total		24

Q5 What is the street intersection nearest your home? (If your family lives outside of St. James, please write “Rural”)

Answered: 24 Skipped: 0

#	Responses	Date
1	Weston and 8th St.	1/21/2016 1:02 PM
2	Rural	12/15/2015 9:15 AM
3	Rural	12/15/2015 9:14 AM
4	Rural	12/15/2015 9:13 AM
5	9th St. and 10th Ave.	12/15/2015 9:10 AM
6	Southend and 10th Ave	12/15/2015 9:09 AM
7	4th St. and 10th Ave.	12/15/2015 9:07 AM
8	Rural	12/15/2015 9:06 AM
9	4th St. and 8th Ave.	12/15/2015 9:04 AM
10	Rural	12/15/2015 8:58 AM
11	Rural	12/15/2015 8:58 AM
12	10th Ave. North	12/15/2015 8:55 AM
13	N/A	12/15/2015 8:51 AM
14	Rural - Odin	12/15/2015 8:48 AM
15	11th Ave N. and 8th St. N.	12/15/2015 8:46 AM
16	2nd St. S and 4th St. S	12/15/2015 8:44 AM
17	Weston Ave. and 5th/6th St. N.	12/15/2015 8:42 AM
18	11th and 5th	12/15/2015 8:40 AM
19	Rural	12/15/2015 8:38 AM
20	N/A	12/15/2015 8:37 AM
21	6th Ave and 10th St	12/15/2015 8:34 AM
22	10th Avenue and 10th Street	12/15/2015 8:31 AM
23	Rural	12/15/2015 8:29 AM
24	Rural	12/15/2015 8:26 AM

Q6 How far does your child live from school?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Less than 1/4 mile (Less than 4 blocks)	12.50%	3
1/4 mile up to 1/2 mile (4-8 blocks)	8.33%	2
1/2 mile up to 1 mile (8-16 blocks)	29.17%	7
1 mile up to 2 miles (16-32 blocks)	8.33%	2
Outside of St. James (More than 32 blocks)	41.67%	10
Do not know	0.00%	0
Total		**24**

Q7 On most days, how does your child travel to school?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Walk	8.33%	2
Bike	0.00%	0
School Bus	25.00%	6
TMT	4.17%	1
Family Vehicle (Only children in your family)	58.33%	14
Carpool (Children from other families)	0.00%	0
Other (Skateboard, scooter, inline skates, etc.)	4.17%	1
Total		**24**

Q8 On most days, how does your child travel home from school?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Walk	8.33%	2
Bike	0.00%	0
School Bus	37.50%	9
TMT	4.17%	1
Family Vehicle (Only children in your family)	50.00%	12
Carpool (Children from other families)	0.00%	0
Other (Skateboard, scooter, inline skates, etc.)	0.00%	0
Total		**24**

Q9 Does your child participate in a before school or after school activity?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Before School Activity	0.00%	0
After School Activity	54.17%	13
Both	4.17%	1
Neither	41.67%	10
Total		**24**

Q10 How long does it normally take your child to get to school?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Less than 5 minutes	29.17%	7
5-10 minutes	29.17%	7
11-20 minutes	16.67%	4
More than 20 minutes	12.50%	3
Don't know/Not sure	12.50%	3
Total		**24**

Q11 How long does it normally take your child to get home from school?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Less than 5 minutes	**29.17%**	7
5-10 minutes	**16.67%**	4
11-20 minutes	**20.83%**	5
More than 20 minutes	**20.83%**	5
Don't know/Not sure	**12.50%**	3
Total		**24**

Q12 Has your child asked for your permission to walk or bike to/from school in the last year?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Yes	**12.50%**	3
No	**87.50%**	21
Total		**24**

Q13 At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 24 Skipped: 0

Answer Choices	Responses	
Kindergarten	0.00%	0
First	0.00%	0
Second	0.00%	0
Third	0.00%	0
Fourth	12.50%	3
Fifth	8.33%	2
Sixth	4.17%	1
Seventh	0.00%	0
Eighth	8.33%	2
Ninth	0.00%	0
Tenth	0.00%	0
Eleventh	0.00%	0
Twelfth	4.17%	1
No age would I allow my child	50.00%	12
Not Sure	12.50%	3
Total		**24**

Q14 Check the following issues that affect your decision to not allow your child to walk or bike to/from school? (Select all that apply)

Answered: 17 Skipped: 7

Answer Choices	Responses	
Distance	**58.82%**	10
Amount of traffic along route	**47.06%**	8
Weather or climate	**41.18%**	7
Intersections and crossings	**35.29%**	6
Speed of traffic along route	**29.41%**	5
Lack of adult supervision	**29.41%**	5
Lack of crossing guards	**29.41%**	5
Sidewalks or pathways	**23.53%**	4
My child already walks or bikes to/from school	**11.76%**	2
Violence or crime	**11.76%**	2
Railroad tracks	**5.88%**	1
Convenience of driving	**5.88%**	1
Time	**5.88%**	1
Before/after school activities	**5.88%**	1
Total Respondents: 17		

#	Other (please specify)	Date
1	Cars won't stop when my boys are trying to cross the street	12/15/2015 8:55 AM

Q15 Of the selected concerns, would you allow your child walk or bike to/from school if changed or improved? (Only select issues you identified in Question 14)

Answered: 9 Skipped: 15

	Yes	No	Total Respondents
Railroad Tracks	**0.00%** 0	**0.00%** 0	0
Distance	**0.00%** 0	**100.00%** 6	6
Convenience of driving	**0.00%** 0	**100.00%** 1	1
Time	**0.00%** 0	**100.00%** 1	1
Child's before or after-school activities	**0.00%** 0	**100.00%** 1	1
Speed of traffic along route	**50.00%** 1	**50.00%** 1	2
Amount of traffic along route	**50.00%** 2	**50.00%** 2	4
Adults to walk or bike with	**0.00%** 0	**100.00%** 2	2
Sidewalks or pathways	**50.00%** 1	**50.00%** 1	2
Safety of intersections and crossings	**60.00%** 3	**40.00%** 2	5
Crossing guards	**50.00%** 1	**50.00%** 1	2
Violence or crime	**0.00%** 0	**100.00%** 1	1
Weather or Climate	**0.00%** 0	**100.00%** 3	3
Other (from previous question)	**0.00%** 0	**0.00%** 0	0

Q16 If your child already walks or bikes to school, are there any barriers that concern you? (Select all that apply)

Answered: 24 Skipped: 0

Answer Choices	Responses	
My child does not walk or bike to school.	**91.67%**	22
Weather or climate	**8.33%**	2
Speed of traffic along route	**4.17%**	1
Amount of traffic along route	**4.17%**	1
Sidewalks or pathways	**4.17%**	1
Railroad tracks	**0.00%**	0
Distance	**0.00%**	0
Convenience of driving	**0.00%**	0
Time	**0.00%**	0
Before/after school activities	**0.00%**	0
Adults to walk or bike with	**0.00%**	0
Intersections and crossings	**0.00%**	0
Crossing guards	**0.00%**	0
Violence or crime	**0.00%**	0
Other (please specify)	**0.00%**	0
Total Respondents: 24		

#	Other (please specify)	Date
	There are no responses.	

Q17 In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

Answered: 21 Skipped: 3

Answer Choices	Responses	
Strongly encourages	0.00%	0
Encourages	14.29%	3
Neither	71.43%	15
Discourages	0.00%	0
Strongly discourages	14.29%	3
Total		21

Q18 In your opinion, how much does the City of St. James and the community encourage or discourage walking and biking to/from school?

Answered: 21 Skipped: 3

Answer Choices	Responses	
Strongly encourages	0.00%	0
Encourages	0.00%	0
Neither	85.71%	18
Discourages	4.76%	1
Strongly discourages	9.52%	2
Total		21

Q19 How much fun is walking or biking for your child?

Answered: 22 Skipped: 2

Answer Choices	Responses	
Very fun	36.36%	8
Fun	36.36%	8
Neutral	13.64%	3
Boring	0.00%	0
Very boring	0.00%	0
N/A	13.64%	3
Total		22

Q20 How healthy is walking or biking for your child?

Answered: 23 Skipped: 1

Answer Choices	Responses	
Very healthy	**56.52%**	13
Healthy	**34.78%**	8
Neutral	**0.00%**	0
Unhealthy	**0.00%**	0
Very Unhealthy	**0.00%**	0
N/A	**8.70%**	2
Total		**23**

Q21 Please provide any additional comments below

Answered: 4 Skipped: 20

#	Responses	Date
1	Please consider cutting upper managements salary(s) before cutting bus service. Thank you!	12/15/2015 9:10 AM
2	Don't even think about cutting down on the bussing system, it would not be good for the community	12/15/2015 9:08 AM
3	She won't be walking anywhere or ride her bike to school until she is older.	12/15/2015 8:41 AM
4	We live more than 10 miles from the school. It is not feasible to walk or bike.	12/15/2015 8:39 AM

Observation and Walking Audit

Arrival Observation

St. James Safe Routes to School

Date:	Time of Observations: (__: ___AM - __:___AM)
School:	Location of Observer:

- Walkers / Bikers (*Include where students are accessing the school and show on the map.)*:

- Bus Traffic and System *(Show circulation on the map.)*:

- Vehicle Traffic/Parking Lot *(Show circulation on the map and note cones, signs, etc. used to control traffic.):*

- Crossing Guards / Patrols *(Note exact locations and mark on the map. Identify adult vs. student patrols.):*

Dismissal Observation

St. James Safe Routes to School

Date:	Time of Observations: (__: ___PM - __:___ PM)
School:	Location of Observer:

- Walkers / Bikers (*Include where students are accessing the school and show on the map.)*:

- Bus Traffic and System *(Show circulation on the map.)*:

- Vehicle Traffic/Parking Lot *(Show circulation on the map and note cones, signs, etc. used to control traffic.):*

- Crossing Guards / Patrols *(Note exact locations and mark on the map. Identify adult vs. student patrols.):*

Walking and Biking Audit

Factors that Hinder Safe Walking and Biking:
Sidewalks Explain:
Crossings Explain:
Traffic Explain:
General Atmosphere Explain:
Other Factors Explain:
Specific Areas where Changes are Needed: Explain:

Armstrong Elementary School Observation Results

Arrival

Date: 10/27/2015 from 7:50 – 8:15 AM

Weather: Cloudy and 40 degrees

Location: Armstrong Elementary School

Walkers/Bikers:

- No walkers/bikers
- Parent walked child to lot then child went in by self
- No walkers using the back entry
- Bike racks tucked back by diamond, not easily accessible

Bus Traffic and System:

- Bus entered alley put on flashers by back door, where an adult met kids at bus door
- Bus drop off on 3rd Avenue (one way street)
- Bus drop off in back – special education bus, handicap
- Bus through alley drop off (special education)

Vehicle Traffic/Parking Lot:

- Some parents parked on Armstrong Blvd., walked children to school door
- Vehicles were going west in alley behind Armstrong and parking and dropping off students
- Parents drop off on 3rd Avenue S.
- One parent dropped of kindergartener in back entrance
- One way – no congestion (3rd Avenue S.)
- Some parents drop off/others park – walk child in
- School emergency parking filled

Crossing Guards/Patrols:

- No crossing guards/patrols

Dismissal

Date: 10/27/2015 from 2:40 – 3:05 PM

Weather: Cloudy, rainy, and 56 degrees

Location: Armstrong Elementary School

Walkers/Bikers:

- 1 walker east on 6th with an adult
- 3 south on Armstrong with adult
- They did use crosswalks
- 1 walker – lives across street from playground
- 1 mother crossed 3rd Avenue with child

Bus Traffic and System:

- One bus stopped on 3rd Avenue S. to pick up kids
- Bus waited until all kids were seated before departing
- Cars already gone when buses arrived
- Special education bus arrives at 2:45
- Parent and small child exiting receiving door, bus had to come to a stop

Vehicle Traffic/Parking Lot:

- Car parked on Armstrong and walked to school to get child
- 20 mph speed zone on Armstrong – not observed
- Vehicles park to right side of one-way
- One parent parked across street on 3rd Avenue S, while student waited until parent came across street to go with her
- Parents picked kids up on 3rd Avenue S. – none crossing street
- Minimal traffic on 3rd Avenue S.
- One vehicle was seen going against traffic in parking lot
- Car parked in handicap spot by childcare and receiving door
- Cars parked in school/emergency parking
- Wrong way sign into alley – needs replacement

Crossing Guards/Patrols:

- Teacher walked students to bus area and waited until they were picked up

Northside Elementary School Observation Results

Arrival

Date: 10/27/2015 from 7:50 – 8:15 AM

Weather: Cloudy and 48 degrees

Location: Northside Elementary School

Walkers/Bikers:

- Students begin arriving before 7:45 AM
- Cross parking lot
- Very few walkers
- Kids walking by themselves/running, using sidewalks and going through parking lot
- No bikers, but hovercrafts though
- Students seen waiting outside front doors of school
- Jaywalking or running in crosswalks

Bus Traffic and System:

- Drive in along Park Street North and park in front of the school by the main doors
- Fairly smooth system
- Constant flow
- Traffic stops at stop signs

Vehicle Traffic/Parking Lot:

- Line up to drop off at side entrance between Jackson Street and Park St. North
- A few cars going through bus drop off area are late
- Cars not pulling up all the way in the loop
- Students walking in parking lot
- Most people park in parking lots, few cars parked on the street
- Some kids are dropped off right in front of the school, instead of the parent loopEl

Crossing Guards/Patrols:

- No crossing guards
- Police observed driving by

Dismissal

Date: 10/27/2015 from 3:00 – 3:20 PM

Weather: Cloudy, rainy, and 56 degrees

Location: Northside Elementary School

Walkers/Bikers:

- Students leave shortly before 3:11 dismissal
- No teachers outside right away
- Small children walking alone, on grass, and not using crosswalks
- Lots of students walking toward high school
- Group from St. Paul's, walk to high school and meet siblings

Bus Traffic and System:

- Arrive at 3:05 and leave at 3:17
- Kids running out to buses
- Buses have parking lane
- Country bus comes later than other buses

Vehicle Traffic/Parking Lot:

- Pickup lane full at 2:55 pm
- Some parents park and walk to door (in car loop)
- Parents park along 10th and walk to pick up their children or let their child cross the street to their vehicle
- Kids and parents walk between buses to street
- Traffic gone before buses leave (for the most part)
- After first buses left, cars come through by drive

Crossing Guards/Patrols:

- None

St. James High School Observation Results

Arrival

Date: 10/27/2015 from 7:50 – 8:15 AM

Weather: Cloudy and 48 degrees

Location: St. James High School

Walkers/Bikers:

- Walkers – majority (west going east) on 10th Avenue North
- Handful of walkers on 10th Street North (from South to North)
- Northside students tend to walk on sidewalks connecting to high school via the parking lot
- Jaywalking or running in crosswalks

Bus Traffic and System:

- 7:50 - Students are getting off of buses on 10th Avenue North
- 7:55 - 4 paraprofessionals assisted special education students from bus
- Bus traffic seemed to move well in and out of traffic
- Large number of students riding the bus
- 8:05 - Transfer of Armstrong Elementary students from one bus to the other (smooth)

Vehicle Traffic/Parking Lot:

- Large number of student dropped off by someone with the vehicle leaving and not parking either in front of the school or east parking lot
- Many parents dropping off in the middle of the parking lot or doing u-turns inside the parking lot
- Some drop off directly on street
- Some park on 10th Avenue North and drop off on the school side of the street
- 10th Avenue North is busy, but traffic is orderly

Crossing Guards/Patrols:

- No crossing guards
- Police observed driving by

Dismissal

Date: 10/27/2015 from 3:00 – 3:20 PM

Weather: Cloudy, rainy, and 56 degrees

Location: St. James High School

Walkers/Bikers:

- Mix of jaywalkers and crosswalk use
- Cars do stop for crosswalk users and jaywalkers

Bus Traffic and System:

- Bus drop off area on 10th Avenue North and Main South entrance
- Bus and car traffic can get jumbled

Vehicle Traffic/Parking Lot:

- Drop off and pick up can be a mess at the office entrance

Crossing Guards/Patrols:

- No crossing guards

St. Paul's Lutheran School Observation Results

Arrival

Date: 10/27/2015 from 7:40 – 8:15 AM

Weather: Cloudy and 48 degrees

Location: St. Paul's Lutheran School

Walkers/Bikers:

- Some students walk from 9th Street into the schools parking lot
- Most of the students did not use the sidewalks because it was at the extreme end of the road
- Several walkers walked across parking lot to bus stop
- Students were seen jaywalking near the northeast side of the parking lot
- Students walking middle of street, on grass, and on street (10th Avenue and 4th Avenue)
- No bicycles riders or bike racks

Bus Traffic and System:

- Six buses arrive sporadically from 7:44 to 8:04
- Most buses drove into lot to deliver students
- One bus dropped off students at curb/bus stop (10th Street/4th Avenue)
- Take me There (TMT) Bus into parking lot to drop off
- Students crossing parking lot to bus stop

Vehicle Traffic/Parking Lot:

- Most of the parents parked at the school parking lot and drop off their children off
- Some vehicles were seen driving fast on 10th Avenue
- Some vehicles exit 4th Avenue driveway
- Most enter northeast ramp and exit out southwest corner

Crossing Guards/Patrols:

- There was no crossing guards

Dismissal Observations:

Date: 10/27/2015 from 2:40 – 3:05 PM

Weather: Cloudy and 48 degrees

Location: St. Paul's Lutheran School

Walkers/Bikers:

- No bikers and very few walkers seen
- Students walk across street to get to parked cars, walk down circle drive, walk to near curb (9th Street S.)

Bus Traffic and System:

- Buses arrive from 2:58 to 3:01
- Most buses enter 4th Avenue South entrance
- Students walk in front of buses to load
- TMT bus occasionally picks students up from the street or circle drive (9th Street S.)

Vehicle Traffic/Parking Lot:

- Cars mostly park on the edge of the lot
- Only one of the cars was taking kids home

Crossing Guards/Patrols:

- No crossing guards
- Two teachers dismiss at entryway

Armstrong Elementary School Walking Audit Results

Walking Audit Location: Armstrong Elementary School (2-3 block radius around school)

Sidewalks:

- No sidewalk at 7th Street South and 7th Avenue South and 8th Avenue South
- Majority of roads with sidewalk and boulevard
- 8th Street has no sidewalks

Crossings:

- Worn paint

Traffic:

- Minimal traffic, except for Highway 4 and downtown
- Highway 4 and 7th Street South traffic kind of fast

General Atmosphere:

- Quiet and comfortable

Specific Areas where Changes are Needed:

- Cross town bus, paraprofessional rides from Armstrong Elementary to Northside Elementary

Northside Elementary and St. James High School Observation Results

Walking Audit Location: Northside Elementary and St. James High School (2-3 block radius around schools)

Sidewalks:

- Could use a sidewalk on 10th Street North, not just a pedestrian lane
- Some residential areas have no sidewalks (close to the country side)
- Countryside have no sidewalks
- Some sidewalks are not in good condition
- Noticeably missing, except in front of schools

Crossings:

- Two crosswalks by the school, but more crosswalk markings needed
- Marked well near school, no markings one block away

Traffic:

- Low traffic once school is going
- Not much traffic on side streets
- 10th Street, 11th Street, 10th Avenue, and Armstrong Boulevard are busy

General Atmosphere:

- Residential mainly
- Lots of vehicle traffic separating residential area from school

Specific Areas where Changes are Needed:

- In front of the high school and after school there is a lot of traffic, students crossing street, buses block visibility for crossing
- No stop signs for traffic at 10th Avenue and 10th Street North

St. Paul's Lutheran School Observation Results

Walking Audit Location: St. Paul's Lutheran School (2-3 block radius around school)

Sidewalks:

- Saw some broken sidewalks
- No curb ramps
- No sidewalks on school side (south and east)

Crossings:

- No crossing signs and no painted crosswalks

Traffic:

- Little traffic, but some speeds were fast
- No school speed zone signs

General Atmosphere:

- Calm

Specific Areas where Changes are Needed:

- Light pole at bus drop-off/pickup – no light
- Parking lot is marked for parking
- Parking lot is not marked with direction painted arrows
- No stop signs/yield signs leaving parking lot

Safe Routes to Schools Action Plan Worksheet

Program: _____

Custom name (optional): _____

Target audience: _____ Target behavior/issue: _____

What are your goals? _____

_____

_____

Lead group/person: _____

Potential partners	HAVE SUPPORT	CAN GET SUPPORT	WILL BE DIFFICULT TO GET	Comments
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____

Supplies needed	HAVE THEM	CAN GET THEM	WILL BE DIFFICULT TO GET	Comments
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____

People resources (staff/volunteers)	HAVE THEM	CAN GET THEM	WILL BE DIFFICULT TO GET	Comments
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____

How often will you do this program?

☐ One time ☐ Ongoing ☐ Daily ☐ Weekly ☐ Monthly ☐ Yearly ☐ Other: _____

Specific ideas, considerations, or challenges unique to your school: _____

_____